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ABSTRACT

This curriculum guide is one of three documents developed in a community college project to meet the career and vocational needs of disadvantaged handicapped youth (mainly the learning disabled, the educable mentally handicapped, and the emotionally handicapped) by assisting them to gain and retain full-time, non-subsidized employment. The curriculum guide provides class activities designed to give training in (1) job survival skills, (2) the world of work, (3) independent living skills, (4) assertiveness training, (5) money management, and (6) interpersonal communication. Activities are also provided for a "high support system" for students who are involved in a work experience. It also contains an Individual Career Plan to help the student meet his/her career employment goals. The curriculum guide is divided into three modules. The first module, "Personal Assessment," provides a transition between high school and the community college. Module 2, "Your Work Future," is designed to further assist students who are employed by introducing the skills and attitudes most likely to insure advancement and/or job security. Module 3, "Job Search," is designed to assist the student who has lost his/her job or who wants to look for another position. Each module contains behavioral objectives, suggested methodology, materials, suggested teaching techniques, and learning activities. (KC)

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INTRODUCTION

The material contained in this Curriculum Guide was developed through a grant project conducted by Special Educational Services at Mesa Community College. The project was funded by Title III C.E.T.A. monies granted to the State Department of Education for Special Projects. The project began in November of 1978, and the curriculum was field tested with selected high school students at Mesa Central High School and Phoenix East High School.

The goal of this project was to develop a program which would assist handicapped students to gain and retain full time, non-subsidized employment. . .employment which would reflect the students' areas of interest, as well as maximize the use of the individual's abilities.

Focus in the project was placed upon the needs of the disadvantaged handicapped; mainly the learning disabled (L.D.), the educable mentally handicapped (E.M.H.), and the emotionally handicapped (E.H.).

The curriculum provides class activities designed to give training in 1) job survival skills, 2) the "world of work", 3) independent living skills, 4) assertiveness training, 5) money management, 6) interpersonal communication, and 7) to also provide a "high support system" for students who are involved in a work experience. In addition, the first module is designed to give the student an orientation to the community college and concepts of adult life-long learning.

An Individual Career Plan (I.C.P.) is developed by students during this first semester. This is an adult, post-secondary, individual career and work assessment tool with an educational plan designed to help the student meet his/her career employment goals.

Group process is the primary method used in presenting the job survival skills and in creating the high support system needed for successfully keeping disadvantaged and handicapped students motivated. In order to reach a minimum entry level for economic sufficiency, these students must develop the necessary skills for getting and holding a job. The modules presented in the guide are designed to present some of the values and skills to those disadvantaged and handicapped students who do not receive the environmental experiences conducive to job success.

The modules are a combination of group "supportive" counseling and didactic presentation of value and skill development materials. This delivery system, combined with the more adult appeal of a community college setting, is the unique element in this approach to the career needs of the disadvantaged handicapped.

The entire curriculum is divided into three modules. The first module was designed to be taken by graduating high school seniors, during their last semester in high school. It provides a transition between high school and the community college, introducing the student to college services, college life, and appropriate courses to assist their job advancement plans.

Students appropriate for Module I would be identified by the school coordinator/instructor, during the student's first semester of his/her senior year. These appropriate students would be recruited and those interested would be enrolled for the second semester. The class would take place after the regular school day and should be held on the nearest community college campus. Some courses will, of course, need to be conducted off campus due to transportation difficulties; but where possible, campus involvement will add greatly to the enhanced self-esteem associated with being a "college student".

Module I is designed as a four-hour class. It consists of two hours of actual class work, and two hours of class related work experience, on the job with periodic instructor supervision. Most of the individual lessons in Module One have "Optional Activities" which the instructor may decide to use, rather than the "Suggested Methodology" on the lesson plan title page. The coordinator/instructor should feel free to adopt or adjust this suggested curriculum. to meet the individual needs of his/her particular class. This Curriculum Guide is only a suggested list of lessons and activities and should be adjusted to the needs of the specific students in the class.

Modules II and III are both two-semester hour courses, which do not necessarily have to be taken in sequence. Module II is designed to further assist students who are employed by introducing the skills and attitudes most likely to insure advancement and/or job security. It also assists the students in planning for their future and provides the emotional support necessary for continued growth as a mature adult worker.

Module III is designed to assist the student who has lost his job, quit his job, or who wants to look for another position more suited to his interests and/or talents. This module introduces the student to the skills necessary for a thorough "Job Search". It is expected that a student enrolled in Module III would have completed career exploration, and would have a definite area of interest before enrolling in the course.

It is sincerely hoped that community college and high school personnel interested in the development of this type of program will find this Curriculum Guide and the accompanying Program Development Manual useful. The Program Manual is the program implementation document that contains ideas and suggestions on methods and techniques found to be successful in instituting this approach between a community college and the high school districts in its service area.

Further technical assistance in the implementation of this project in your school districts should be referred to either Director, Special Educational Services, Mesa Community College; or Director, Vocational Education, Arizona State Department of Education.

Personal Assessment

MODULE I

PERSONAL ASSESSMENT

OBJECTIVES

1. To provide students an introduction to the curriculum and class content.
2. To become aware of factors that motivate people to work.
3. To show an understanding of the relationship between a good self-concept and successful employment.
4. To develop a personal awareness of the responsibilities of the worker in society.
5. To learn effective job communication skills with peers and supervisors.
6. To develop, with student participation, a post-secondary career plan.

UNITS

I. Introduction

II. The Role of the Worker in our Society.

III. Self-Appraisal in Employment.

IV. Personal Responsibility of the Worker

V. Communication at Work

VI. Individual Career Plan - I.C.P.

UNIT I INTRODUCTION

OVERVIEW

Unit One is designed to set the structure and tone for the units to follow. Lesson One includes an introduction of instructor to students, students to one another, and an introduction to the college course structure. Lesson Two gives an orientation to the college campus and to college services available to the students. The student should feel that he/she is indeed a college student and begin to relate to the differences experienced between high school and the more adult world of the community college.

Lesson Three includes the students observing a college classroom and a further discussion of the more adult demands learning and work which are soon to be expected of them. Unit One's emphasis is to raise the student's awareness of these adult demands and to introduce the community college as one resource to assist the student in meeting these demands. The units also encourage the student to develop a positive identity as a college student. Students usually gain markedly in their self-esteem as they begin to relate to themselves as part-time community college students.

UNIT 1 INTRODUCTION

Lesson 1.1 Individual Introduction

BEHAVIORAL OBJECTIVES

Following the classroom discussions:

1. The students will be aware of each of their work experience settings and their future work plans.
2. The students will recognize the differences between their high school classes and this community college class.

CONTENT

Introduction to course

SUGGESTED METHODOLOGY

- Individual introduction, beginning with instructor
- Presentation of course requirements

MATERIALS

Blackboard and chalk

OPTIONAL ACTIVITIES

"The Introduction Name Game"

Lesson 1.1 Individual Introduction

SUGGESTED TEACHING TECHNIQUES

L.D. — E.M.H.

Classes should be formed in a circle for best group interaction and discussion. It is suggested that this class structure be followed through the rest of the units as it provides the best climate for group supportive interaction.

The instructor should write suggested areas for student introductions on the board or large newsprint. Discussion questions listed below.

Instructor should begin by introducing him- or herself and acting as a model for students to follow.

Instructor should be prepared to ask questions to stimulate student's response.

SUGGESTED QUESTIONS:

1. Where do you work?
2. What kind of job do you have?
3. What is your rate of pay?
4. What type of transportation do you use?
5. What is the location of your job?
6. What are your hobbies, or dreams, etc. Tell anything you might like the group to know.

UNIT I INTRODUCTION

Lesson 1.1 Individual Introduction

OPTIONAL ACTIVITY Introduction Name Game

This activity is best used when many individuals in the class do not know one another. The instructor begins the activity by saying that by the end of the exercise, everyone will know everyone's name in the class. As an example, the instructor uses his first name and adds an adjective that either rhymes or otherwise is associated with it: Example #1, "Sam"-add the adjective "Super", and the introduction name becomes "Super Sam". Example #2, "Ben", adding the adjective, "Gentle", the introduction names becomes "Gentle Ben".

The instructor should caution the students to use only "positive" adjectives and not allow a student to use a negative one. It is important that the class begin with positive reinforcement to the individual's self concept so that a supportive atmosphere will be created. A negative experience is all to familiar to most of these students.

The instructor again begins the exercise by saying, "I am Super Sam, and I'm glad to be in class with...". There the instructor would insert the name of the person to his right; "I am Super Sam, and I'm glad to be in class with Gentle Ben". "Gentle Ben" then repeats the phrase, "I am Gentle Ben and I'm glad to be in class with Super Sam". The person then to the right of Gentle Ben says his "introduction name" and repeats the phrase "I'm Sweet Sue, and I'm glad to be in class with Gentle Ben and Super Sam". The introductions then proceed around the class room with a new name added each time until the last person must repeat all the names of the entire class.

The instructor should help the students if they have difficulty in remembering previous names and nick-names. The instructor should also have a few people who initially began the game go around the entire room to see if they recall everyone's name.

UNIT I INTRODUCTION

Lesson 1.2 Orientation to College Campus

BEHAVIORAL OBJECTIVES

Following the classroom discussions:

1. The student will be familiar with the community college campus and the services available to him/her.

CONTENT	SUGGESTED METHODOLOGY
Campus Orientation	. Tour campus and describe services available . Discuss how college differs from high school

MATERIALS

Campus map

Student handbook

OPTIONAL ACTIVITIES

UNIT I INTRODUCTION

Lesson 1.2 Orientation to College Campus

SUGGESTED TEACHING TECHNIQUES

L.D. — E.M.H. — E.H.

The high school coordinator/instructor should enlist the college coordinator's help to secure a campus tour guide if the instructor does not have adequate knowledge of the campus. A campus map is usually helpful with an explanation to the students about where they are going on the campus, before they begin the tour. The instructor should schedule time for a meal (lunch) or a snack in the "Student Union - Cafeteria" to give the students a chance to experience another difference in the atmosphere and structure of the institutions.

Common campus services to be toured include counseling and advisement, admissions, job placement, financial aids, library, bookstore, and career center. Students, where possible, should be introduced to campus personnel in each of these service areas.

A discussion of the areas toured, services available, and how college and high schools differ should take place after the tour. This particular lesson may need to be longer than the normal class session. This activity will usually take a full two hours.

UNIT I INTRODUCTION

Lesson 1.3 Classroom Visitation

BEHAVIORIAL OBJECTIVES

Following the classroom discussion:

1. The student will gain an awareness of what a college class is like, and how it might differ from his/her high school experiences.

CONTENT

Classroom Observation

SUGGESTED METHODOLOGY

- Visitation of a college class in progress
- Discussion of how college classes differ from each school.

MATERIALS

Paper and pencils
Blackboard, chalk - or large newsprint

OPTIONAL ACTIVITIES

UNIT I INTRODUCTION
Lesson 1.3 Classroom Visitation

SUGGESTED TEACHING TECHNIQUES

L.D. — E.H. — E.M.H.

Arrangements should be made with college instructors of appropriate college classes; e.g., remedial math and English, Occupational and Career classes. The classes should be picked so that the material presented is not overwhelming to the students. The class should be divided into small groups for the class visitation.

Students should be encouraged to look for differences in college classes as compared to high school classes. After the visitation, students should discuss their experiences with the instructor and class. The instructor should stimulate discussion with appropriate questions and write student responses on the blackboard.

UNIT II THE ROLE OF THE WORKER IN SOCIETY

OVERVIEW

This unit is designed to present a discussion of positive work values and attitudes which many disadvantaged do not receive from their normal environmental experiences. These values and attitudes are critical to success in the work world. Many students who are handicapped and/or disadvantaged have the mental and physical ability to perform in a work setting. Their attitudes and work values, however, are what determines whether they are successful in their work setting.

LESSON ONE: What is Work focuses on helping the student define work and how it relates to jobs he/she has, or has had, in the past. The lesson presents the concept of work as the combination of three basic elements: 1) satisfying one's own needs, 2) satisfying others' needs, and 3) putting forth conscious efforts to achieve the first two.

Most students usually think of work as being something they do not want to do. They think of work as something unpleasant, and try to avoid it whenever possible. Work, however, can and should be something more. If the student can see it as satisfying for himself/herself and others, it might encourage him/her to think of work in a more positive way, and approach work with a positive attitude.

LESSON TWO: Why Work is designed to have students grapple with their own, and other's reasons for working. Students need to struggle with the concept of Why Work at a very basic level. It provides the basis for the motivation needed by many of the students to change and/or modify their attitudes or behavior at work.

LESSON THREE: Values introduces the student to situations where he/she must delineate those values which are most important to him/her from those that are of lesser importance. These values are then related to their work situation.

LESSON FOUR: Work Attitudes asks students to identify negative and positive work attitudes and how they are manifested behaviorally. They are also asked to connect negative job attitudes with the difficulties these may create on a job.

UNIT II THE ROLE OF THE WORKER IN SOCIETY

Lesson 2.1 What is Work

BEHAVIORAL OBJECTIVES:

Following the classroom discussion:

1. The students will identify their current concept of the meaning of work.
2. The student will develop an understanding of the importance of work in fulfilling their needs, and the needs of others.

CONTENT

Definition of Work

SUGGESTED METHODOLOGY

* . Activity - "What is Work"
. Transparency 2.1.1 - "Is This Work"
. Worksheet 2.1.1 - "Is This Work"
. Transparency 2.1.2 - "Work"
. Worksheet 2.1.2 - "Work"

MATERIALS

Overhead Projector, Blackboard

Transparencies - "Is This Work" and "Work"

Worksheets "Is This Work?", and "Work"

OPTIONAL ACTIVITIES

* Robert Nelson, project director, A.E.L. Career Decision-Making Program (Bloomington, Illinois: McKnight Publishing Co., 1978)

UNIT II THE ROLE OF THE WORKER IN SOCIETY

Lesson 2.1 What is Work

SUGGESTED TEACHING TECHNIQUES

L.D. - E.H.

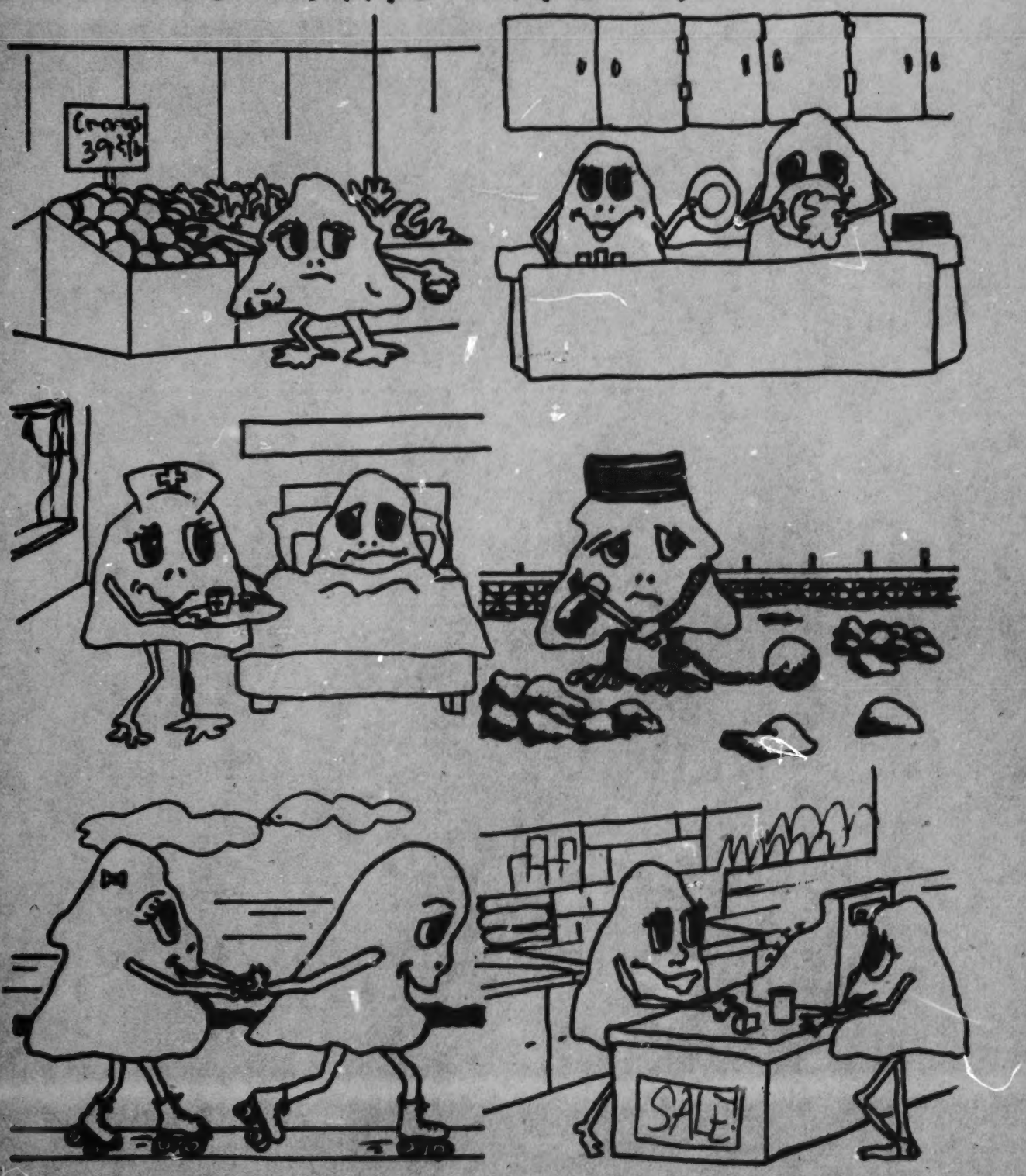
Students should be given Worksheet 2.1.1 and then shown transparency 2.1.1. They should try to answer questions on the worksheet and then use the blackboard to record the groups' answers. Disagreements among the students will be helpful in stimulating discussions and clarifying a definition of work. The instructor should then use transparency 2.1.2 to further clarify the definition of work and how this relates to work they are doing, and have done in the past.

Student worksheet 2.1.2 relates back to transparency 2.1.1 and asks the students more detailed questions about what separates work activities.

E.M.H.

Depending on the level of intellectual function of the class, the instructor may want to spend some time explaining "own needs" and "other people's needs" on transparency 2.1.2 by giving specific examples (i.e., own needs; food, shelter, clothing, etc., and other people's examples from their work is helpful). Classroom time will also dictate whether transparency 2.1.2 and worksheet 2.1.2 are used.

IS THIS WORK?



UNIT II THE ROLE OF THE WORKER IN SOCIETY

Lesson 2.1 What is Work

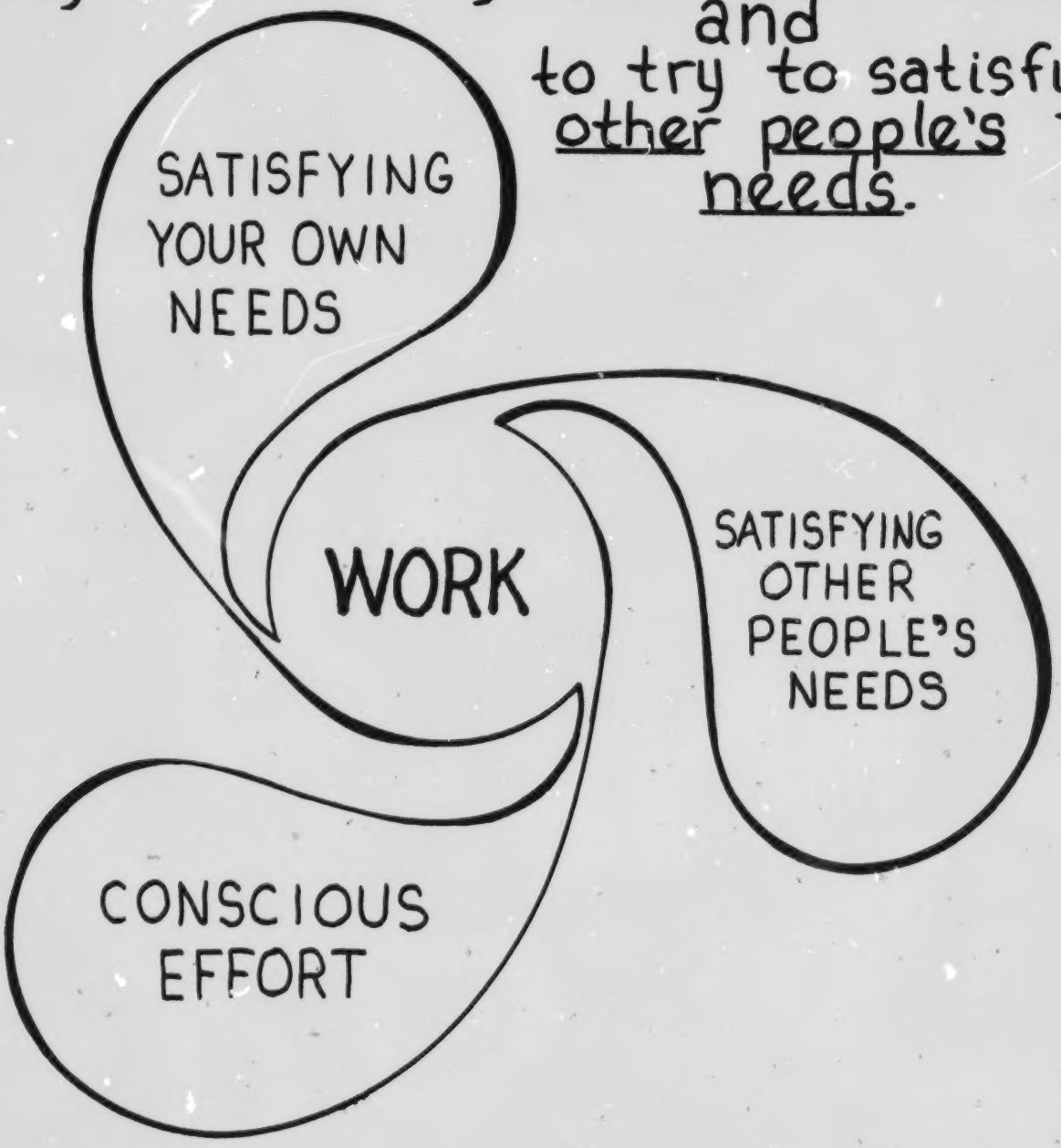
Worksheet 2.1.1 Is This Work?

Let's see what you have learned about the term "work". Look at the Transparency 2.1.1, and answer the questions below. Decide if the person in the transparency is "working".

Picture	I Is the person working? If not, why not?	II Are the person's own needs being satisfied? Which ones?	III Is the person satisfying other people's needs? Which ones?
A			
B			
C			
D			
E			
F			

WORK...

is done when you consciously try to satisfy your own needs and to try to satisfy other people's needs.



UNIT II THE ROLE OF THE WORKER IN SOCIETY

Lesson 2.1 What is Work

Worksheet 2.1.2 Work

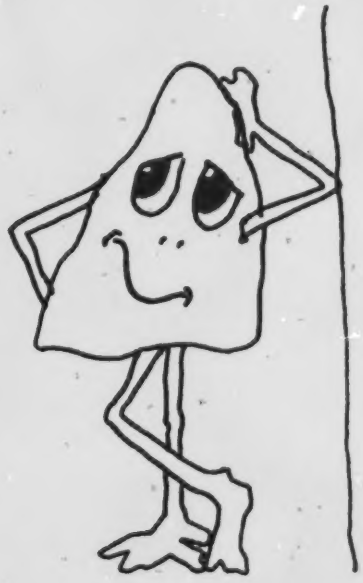
Work Words

1. List work words on blackboard

   - schoolwork
   - homework
   - housework
   - paperwork
   - social work
   - volunteer work
   - workhorse

   Ask students for any additions which are not listed.

2. Have students think about the meaning of the word work. Is it something one always is paid for? Discuss how work can help people satisfy individual needs.



UNIT II THE ROLE OF THE WORKER IN SOCIETY

Lesson 2.2 Why Work?

BEHAVIORAL OBJECTIVES

Following the classroom discussion:

1. The students will identify their reasons, and others' reasons for working.
2. The students will gain knowledge in what preparations are necessary to reach their work goals.

CONTENT

Exploration of Work Motivators

SUGGESTED METHODOLOGY

- Activity - Collages (collection of pictures depicting reasons for working)
- Discussion and group listing of work motivators.
- Homework Assignment (As described in Lesson 4.1 - Suggested Teaching Techniques)

MATERIALS

Magazines

Glue

Large construction paper

Blackboard - chalk, or large newsprint

OPTIONAL ACTIVITIES

* "Why People Seek Jobs"

Bulletin Board - "You're in the Spotlight"

* Nelson, loc cit.

UNIT II THE ROLE OF THE WORKER IN SOCIETY

Lesson 2.2 Why Work

SUGGESTED TEACHING TECHNIQUES

L.D. - E.H.

The instructor may wish to introduce the optional activity "Why People Seek Jobs" to the students first, and then let them graphically display in the collage how they individually interpret the hierarchy of needs as presented in the activity. This can help stimulate the students' use of the collage, and the discussion afterward.

E.M.H.

The optional activity could be used at the discretion of the instructor. Again, the time factor and the more complicated nature of the material might dictate the use of only the main activity.

UNIT II THE ROLE OF THE WORKER IN SOCIETY

Lesson 2.2 Why Work

OPTIONAL ACTIVITIES Why People Seek Jobs

1. Discuss with students how some human needs are satisfied directly by working, or needs may be satisfied indirectly by the money a job provides. Direct satisfaction may be: (list on board while discussing)

   - personal achievement
   - status
   - recognition
   - good self-concepts, self-respect
   - power
   - independence

   (Students may need more explanation of terms)

2. Indirect satisfaction of human needs which a job may provide are: (these may also be listed across from previous list)

   - clothing
   - housing, shelter
   - security
   - fulfill family needs

   (add any additions which students may have)

"You're in the Spotlight" Bulletin Board Materials

Magazines, bulletin board, butcher paper, glue or pins.

Activity is same as collage done in Lesson 2, with these variations: Class prepares bulletin board, cutting pictures from magazines, showing why people work. Pictures are mounted on bulletin board and discussed. The bulletin board may be referred to during remainder of lessons.

UNIT II THE ROLE OF THE WORKER IN SOCIETY

Lesson 2.3 Work Values

BEHAVIORAL OBJECTIVES

Following the classroom discussion:

1. Students will be able to state those work values that are most important to them.
2. Students will have discovered how their behavior at work is related to values which they hold.

CONTENT

Values Clarification

Relating Behavior to Values

SUGGESTED METHODOLOGY

- Activity "What's Important", Worksheet 2.3.1
- Lead a discussion on "What You Do Reflects What You Believe"

MATERIALS

Worksheet 2.3.1 - "What's Important"

Blackboard - Chalk

OPTIONAL ACTIVITIES

* Million Dollar Story
* Most Liked and Least Liked Job
* Cool Seat

* Calvin J. Daane, Vocational Exploration Group (3rd ed. Tempe, Arizona: Studies for Urban Man, Inc., 1972-1977)

UNIT II THE ROLE OF THE WORKER IN SOCIETY

Lesson 2.3 Work Values

SUGGESTED TEACHING TECHNIQUES

L.D. - E.H. - E.M.H.

This lesson can easily be made into two class periods instead of one. The instructor is asked to use his/her discretion as to the particular needs of the students. Several optional activities are presented with this lesson and are generally better suited for L.D. and E.H. students. If the exercises are used with E.M.H. or high level T.M.H. students, the instructor may find optional activities 2 and 3 more useful.

These activities are available through Vocational Exploration Group, (3rd ed. Tempe, Arizona, Studies for Urban Man, Inc. 1972-1977). The entire V.E.G. program is a resource for not only this exercise, but for Module III also. The material is easily adaptable for E.M.H. and L.D. students and provides the students with job exploration and values clarification and how they interrelate.

Activity 2.3.1 takes 17 common values and has the students rate the 17 in their own priority. The instructor can vary the exercise by having the class divide into four small groups, having each group prioritize the list, and then comparing the values of each small group. The instructor can also do a large group composite to see what the group feels are the top three values and the bottom three values.

UNIT II THE ROLE OF THE WORKER IN SOCIETY

Lesson 2.3 What's Important

Worksheet 2.3.1

VALUE SURVEY

Below is a list of 17 values arranged in order. You should arrange them in order of their importance to YOU.

Study the list carefully. Then place a 1 next to the value which is most important to YOU; place a 2 next to the value which is second most important to you, etc.

Work slowly and think carefully. If you change your mind, feel free to change your answers. The end result should show how you really feel.

_____ A COMFORTABLE LIFE (a prosperous life)
_____ EQUALITY (brotherhood, equal opportunity for all)
_____ AN EXCITING LIFE (active life)
_____ FAMILY SECURITY (taking care of loved ones)
_____ FREEDOM (free choice)
_____ HAPPINESS
_____ MATURE LOVE
_____ NATIONAL SECURITY (protection from attack)
_____ PLEASURE (an enjoyable life)
_____ SELF-RESPECT
_____ A SENSE OF ACCOMPLISHMENT (Making a contribution)
_____ RESPECT
_____ TRUE FRIENDSHIP
_____ WISDOM (understanding of life)
_____ A WORLD AT PEACE (freedom from war and conflict)
_____ A WORLD OF BEAUTY (beauty of nature and the arts)
_____ RELIGION (church)

UNIT II THE ROLE OF THE WORKER IN SOCIETY

Lesson 2.4 Work Attitudes

BEHAVIORAL OBJECTIVES

Following the classroom discussion:

1. Students will be able to identify positive and negative work attitudes.
2. Students will be able to identify behavior at work that reflects their attitudes toward work.

CONTENT

Positive-Negative work attitudes

Behavior as reflections of attitudes

Filmstrip

SUGGESTED METHODOLOGY

- Employment Attitudes Checklist Worksheet 2.4.1 or 2.4.2
- Filmstrip "Trouble on the Job", Filmstrip 2, "Failing to Communicate", with suggested questions. Activity 2.4.2

MATERIALS

Blackboard
Worksheet 2.4.1 or 2.4.2
Filmstrip projector
Cassette player
Filmstrip and Cassette:
"Trouble on the Job" 2.4.3

OPTIONAL ACTIVITIES

*"Succeeding at Work"

* Richard Howard, "Succeeding at Work", Unemployed Uglies(Liverpool, New York: Frank E. Richards Publisher, 1966)

UNIT II THE ROLE OF THE WORKER IN SOCIETY
Lesson 2.4 Work Attitudes

SUGGESTED TEACHING TECHNIQUES

L.D - E.H.

It is suggested that the teacher give out the "Employment Attitude Checklist" Worksheet 2.4.1 to students and ask them to complete it. Students should check each item according to how they feel they rate. A discussion follows concerning the importance of attitudes at work. Students should be encouraged to give examples of people on their jobs who show negative attitudes. What specifically does that person do, which shows a negative attitude? How does that negative attitude affect their job?

E.M.H.

Students should verbally be given the material on the "Employment Attitude Checklist." The instructor should write on a blackboard or large newsprint the students' examples of negative job attitudes they have observed in employees where they work. The instructor should have the students relate to the questions above.

UNIT II THE ROLE OF THE WORKER IN SOCIETY

Lesson 2.4 Employment Attitude Checklist

Worksheet 2.4.1

A GOOD B AVERAGE C FAIR D POOR

A	B	C	D		
____	____	____	____	1.	Does he follow directions?
____	____	____	____	2.	Does he accept constructive criticism?
____	____	____	____	3.	Does he sustain routine?
____	____	____	____	4.	Does he get along with co-workers?
____	____	____	____	5.	Does he get things done?
____	____	____	____	6.	Does he like his work?
____	____	____	____	7.	Is he dressed and groomed appropriately for the job?
____	____	____	____	8.	Does he come to work every day?
____	____	____	____	9.	Does he give notice of absence by calling in?
____	____	____	____	10.	Does he get to work on time?
____	____	____	____	11.	Can he do his share of the work?
____	____	____	____	12.	Does he work well without constant supervision?
____	____	____	____	13.	Does he observe the rules of the company regarding smoking, eating, etc.?
____	____	____	____	14.	Does he observe rules and regulations?
____	____	____	____	15.	Is he courteous?
____	____	____	____	16.	Does he leave notes on where he stopped work, and where others are to start?

UNIT II THE ROLE OF THE WORKER IN SOCIETY

Lesson 2.4 Work Attitudes

Worksheet 2.4.2

Place a check by those items you feel will help you do well in a job, and be prepared to discuss why, with the class.

1. _____ Chewing gum
2. _____ Having a good attitude
3. _____ Being careless
4. _____ Being well groomed
5. _____ Arriving late each day
6. _____ Being lazy
7. _____ Showing tact
8. _____ Completing tasks on time
9. _____ Gossiping with other workers
10. _____ Wearing sunglasses
11. _____ Following directions
12. _____ Disagreeing with co-workers
13. _____ Showing respect for other people's opinions
14. _____ Seeking information when needed
15. _____ Being absent frequently
16. _____ Attending to business affairs
17. _____ Talking negatively about your work
18. _____ Constantly arguing with your supervisor

UNIT II THE ROLE OF THE WORKER IN SOCIETY

Lesson 2.4 Work Attitudes

ACTIVITY SHEET 2.4.3

Filmstrips - Trouble on the Job - Failing to Communicate

(from: Center for the Humanities, Inc.)

The filmstrip is about a young lady and her supervisor who do not communicate. The complaint of the supervisor is the young lady's attitude.

DISCUSSION QUESTIONS:

1. Is the supervisor right, or is Miriam right?

   Should she have asked questions?

   What made it harder for her to ask?

2. Is Miriam right to take time off to go to a dentist, or to study for an exam?

   What are good reasons to take time off?

3. What could Miriam have done to make things better?

4. What could they both do to make the situation better?

5. Do bosses treat younger employees differently than older ones?

UNIT III SELF APPRAISAL IN EMPLOYMENT

OVERVIEW

The self-concept that one has of himself/herself determines greatly the success he/she has at work. Developing a self-concept is a life-long process as people discover different aspects of themselves and change. One way people can find out about themselves is to learn how others see them. There are differences many times between how we see ourselves, and how others see us. In work situations, it is especially important to know how we are seen by others.

Lesson I involves the student in a self-examination, using an exercise entitled "Life Line". Students will graphically depict how they have experienced major parts of their lives; i.e., jobs, money, friends and family. They will also be asked to project how positive these areas will be in the future.

The next two lessons continue to look at aspects of their self-concepts. The first exercise involves the students in developing a personal "coat of arms" reflecting six aspects of their personality. Lesson III is designed to give the student feedback on how others in the class view him/her.

The last two lessons in Unit III deal with personal appearance and how it affects one's employment. The lessons use the "Appearance and Success Worksheet" as one exercise, and a teacher-prepared visual aid as a guide for students to explore what employers want in the area of personal appearance. There are filmstrips suggested and several optional exercises from which the instructor can select.

UNIT III SELF APPRAISAL IN EMPLOYMENT

Lesson 3.1 Life Line

BEHAVIORAL OBJECTIVES

Following the classroom discussion:

1. The students will demonstrate graphically how they have experienced four major aspects of their lives.
2. The students will project into the future how they believe major aspects of their lives will positively or negatively develop.

CONTENT

Historical components of personal self-concept

SUGGESTED METHODOLOGY

- Discuss the meaning of self-concept - "self" - "concept"
- Life Line Exercise Worksheet 3.1.1

MATERIALS

Life Line Exercise Worksheet 3.1.1

Blackboard, chalk, crayons

OPTIONAL ACTIVITIES

One year - five year life projection

Exercise and discussion, 3.1.2

UNIT III SELF APPRAISAL IN EMPLOYMENT

Lesson 3.1 Life Line

SUGGESTED TEACHING TECHNIQUES

L.D. - E.H.

The discussion concerning the meaning of "self-concept" is meant to be an introduction to this unit, and is designed to convey to the students the importance of how they view themselves. The discussion should be directed as much as possible to aspects of self-concept that relate to their work. It is helpful for them to identify from where their self-concept comes, and to explore ways people might change negative parts of a self-concept.

The exercise Life Line should be given out in Worksheet form with the instructor giving examples of how to fill out the graph. If time permits, the students who volunteer can show others their life line, explaining the ups and downs in their lives. They should also be encouraged to talk about why they graphed their future the way they did. This will lead to their future life expectations and set the ground work for a later unit on "goal setting".

E.M.H.

The Life Line exercise can be used by asking one student to allow the instructor to use him/her as an example on the board. The student picked for the "board example" should be carefully selected as the exercise can be very revealing. The two categories, "friends and families" can be changed to one category, "happiness". Some students have difficulty combining conceptually all their friends, and all of their family members into one position on the graph. It appears to be easier for most of these students to plot whether they were happy or not. Sometimes happy and unhappy periods can be related by the student to the situations involving friends or family.

UNIT III SELF APPRAISAL IN EMPLOYMENT

Lesson 3.1 Life Line

ACTIVITY SHEET 3.1.1

(graph is included for reproduction)

Based upon student's life from age five (5), they are asked to draw in where it has been:

Very good	-	VG
Good	-	G
Average	-	A
Bad	-	B
Very Bad	-	VB

Instructor may use one student's life as an example on board to give the concept of drawing a graph. Students should use the following keys:

Money	-	Red crayon
Job	-	Green crayon
Friends	-	Blue crayon
Family	-	Yellow crayon

Directions:

1. Using a red crayon, starting at age five (5), did you have a lot of money, or not enough? Rate as being VG, G, A, B, VB. When you were six (6) and so on, did it get better or worse?

2. Continue with a green crayon using your job - first job at what age, (i.e., taking trash out, washing dishes, etc.) And so with friends, (blue crayon) and family (yellow crayon).

3. Instruct students to put an "X" at the point of life they are presently (i.e., 17 years old), for each: job, money, friends, family. They should then try to predict where each category will be at age 20.

4. Discussion should follow on what age was their high point, and why. What was it that made them happiest, and how do they see themselves in the next few years. What will cause these changes in their lives?

5. Happiness can be substituted for family and/or friends if it appears to be too difficult.

VG - very good G - good A - average B-bad VB - very bad

UNIT III SELF APPRAISAL IN EMPLOYMENT

Lesson 3.1 Life Line

OPTIONAL ACTIVITY 3.1.2 One Year - Five Year Life Projection

I. Discussion should follow:

What you'd like to have happen in one year:

List here things you would like to learn to do, activities you'd like to be involved in, and things you want to strive toward during the next year.

What you'd like to have happen in five years:

List here things you would like to learn to do, satisfying activities you'd like to be involved in, and things you want to strive toward during the next five years. Keeping your values in mind, think in terms of job, leisure time, family, education, etc.

UNIT III SELF APPRAISAL IN EMPLOYMENT

Lesson 3.2 Self-Concept

BEHAVIORAL OBJECTIVES

Following the classroom discussion:

1. Students will be able to state positive aspects of their self-concept.

CONTENT	SUGGESTED METHODOLOGY
Positive elements of self-concept	. Coat of Arms . Discussion of positive self-concept and how a person obtains one

MATERIALS

Worksheet 3.2.1,"Coat of Arms"

Teacher-made example of"Coat of Arms"

Magazines, construction paper, glue, scissors

OPTIONAL ACTIVITIES

Draw a picture of self and family 3.2.2

UNIT III SELF APPRAISAL IN EMPLOYMENT

Lesson 3.2 Self-Concept

SUGGESTED TEACHING TECHNIQUES

L.D. - E.H. - E.M.H.

The instructor should assist the students in understanding what a "Coat of Arms" is, and how what they are going to construct is to be a representative picture of themselves.

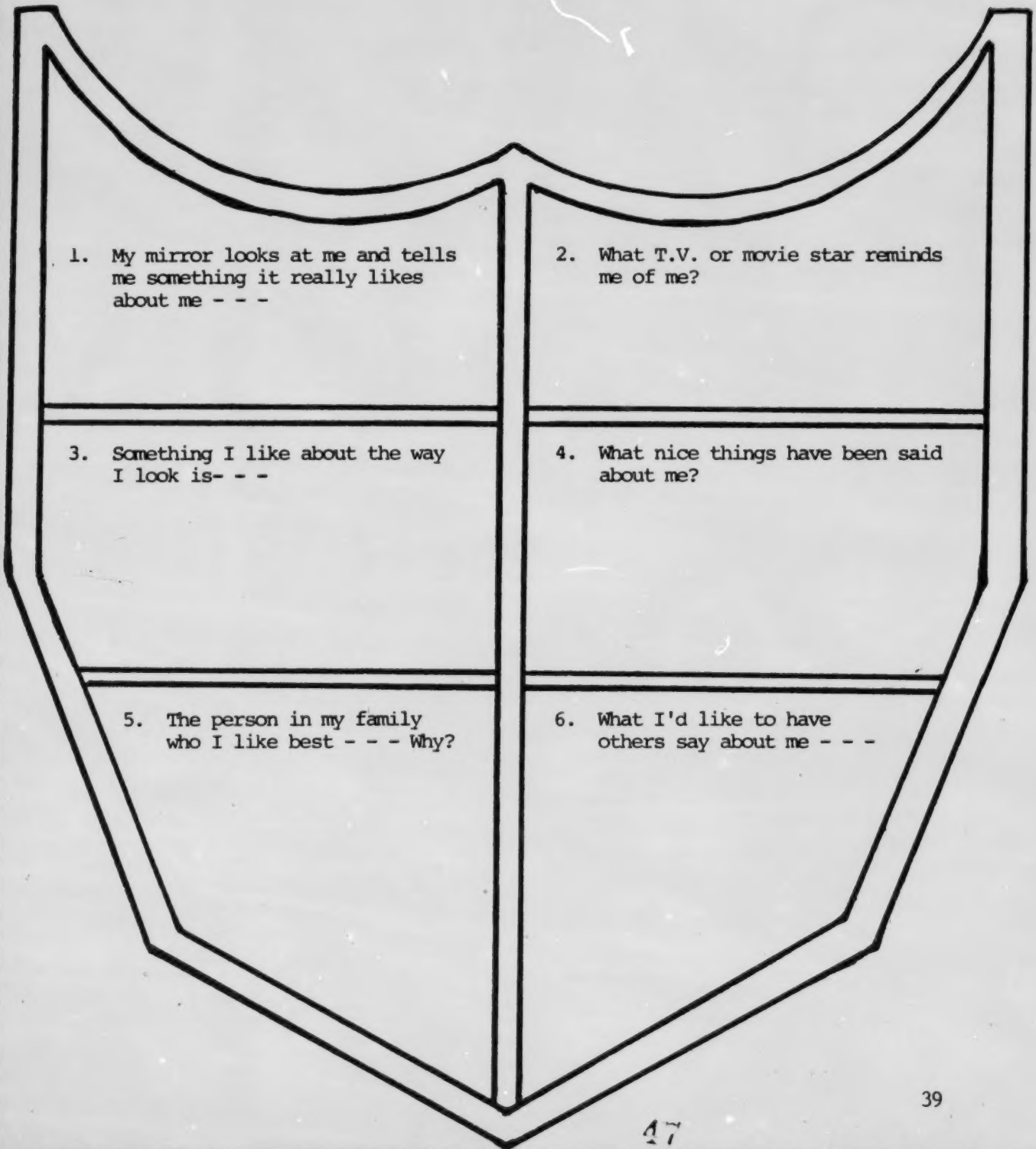
The instructor should make an example of the "Coat of Arms" exercise to show students how to complete the lesson. The example should contain a combination of written statements, drawings, and pictures from magazines. The student is encouraged to use the medium that he/she likes best.

When the students are finished, the instructor should ask for volunteers to show their "Coats of Arms", and explain the different sections and their meaning.

UNIT III SELF APPRAISAL IN EMPLOYMENT

Lesson 3.2 Self Concept

Worksheet 3.2.1 Coat of Arms


1. My mirror looks at me and tells me something it really likes about me - - -
2. What T.V. or movie star reminds me of me?
3. Something I like about the way I look is- - -
4. What nice things have been said about me?
5. The person in my family who I like best - - - Why?
6. What I'd like to have others say about me - - -

UNIT III SELF APPRAISAL IN EMPLOYMENT

Lesson 3.2 Self-Concept

OPTIONAL ACTIVITY 3.2.2

Draw a picture of self and family.

1. Give students paper and crayons.
2. Instruct them to draw a picture of themselves and their families.
3. Discuss why they pictured themselves the way they did, and what their relationship is with their family, etc.

The instructor can get a feeling of how students see themselves in relationship with others.

UNIT III SELF APPRAISAL IN EMPLOYMENT

Lesson 3.3 Self-Concept II

BEHAVIORAL OBJECTIVES

Following the classroom discussion:

1. The students will have received positive feedback on how they are perceived by other students.
2. The students will have aspects of their self-concept either supported or questioned by others.

CONTENT

Positive feedback concerning elements of Self-Concept II

SUGGESTED METHODOLOGY

. "I Am, Am I" Game

. (or) Teacher-made, "The Me You See", a descriptive game, Activity 3.3.1

MATERIALS

* "I Am, Am I" Game

or
Teacher-made exercise,
"The Me You See" 3.3.1

Note cards, pencils

OPTIONAL ACTIVITIES

First Impressions Game 3.3.2

* Thomas W. Gannaway and Glen E. Jent, Job Survival Skills, (Rochester: The Singer Co., 1978-1977)

UNIT III SELF APPRAISAL IN EMPLOYMENT

Lesson 3.3 Self-Concept II

SUGGESTED TEACHING TECHNIQUES

L.D. - E.H. - E.M.H.

Any teacher-made exercise should avoid words not likely to be in the vocabulary of the students. The teacher should also avoid using words like "man" "woman", "black", or "white" which are characteristic of large groups and tells little about the personality characteristics of the individual.

The instructor needs to be actively involved in keeping the process positive and encourage the students to be serious in their reflection of other's personality. The exercise can be very powerful in its impact on the student so the instructor needs to be ready to support vulnerable students.

UNIT III SELF APPRAISAL IN EMPLOYMENT

Lesson 3.3 Self-Concept II

ACTIVITY 3.3.1 The Me You See - A Descriptive Game

1. Each of the suggested words should be written on individual cards.

   Suggested Words: Loud, quiet, bully, bossy, timid, weak, kind, shy, strong, helpful, smiling, sourpuss, pouter, neutral, smoothie, smart alec, clown, sweety, willing, nice, cute, pretty, handsome, etc.

2. Pictures may be matched on a bulletin board with each descriptive word. This could be done with students to give them a better understanding of the terms to be used.

3. Arrange chairs in semi-circle.

4. Give each student a card that is green on one side and red on the other. This card shall be called a response card.

5. Each student will then be given three blank cards. They should copy one word which they feel describes them best, from the board onto each card.

6. Individually students will stand and show their three cards to the class. Each member of the class will hold their response card - green if they agree that the word describes the individual, and red if they disagree. This will give each student a chance to understand how others see him/her and the instructor will better understand the person's self-concept.

7. If the majority of the class agrees with the student, then mark a green stripe on that particular word card, and write the student's name on it. Place the card under the picture which describes it. Do the same with the remaining two cards. If the majority disagrees follow the same procedure except mark the card with a red stripe.

The instructor should work to encourage and reinforce positive responses to make the game a positive learning experience.

UNIT III SELF APPRAISAL IN EMPLOYMENT

Lesson 3.3 Self-Concept II

OPTIONAL ACTIVITY 3.3.2 First Impressions Game

1. Seat students in a circle, with one empty chair.

2. Each student receives a turn in the "hot seat" at which time each group member in turn gives his/her impressions of that person.

3. Students state their feelings in simple terms, in a couple of sentences.

4. Instructor should impress upon the students the desire for positive comments toward each student in the "hot seat".

5. Instructor leads discussion on how people form their initial impressions based on one's appearance, clothing, posture, gestures, facial expressions, etc.

UNIT III SELF APPRAISAL IN EMPLOYMENT

Lesson 3.4 Personal Appearance -- Clothing

BEHAVIORAL OBJECTIVES

Following the classroom discussion:

1. The student will be able to demonstrate knowledge of appropriate work attire.

CONTENT

Proper work clothing

SUGGESTED METHODOLOGY

- Teacher-made Activity 3.4.1
- Discussion on "Appearance and Your Success" - Worksheet 3.4.2

MATERIALS

"Appearance and Your Success"
Worksheet 3.4.2

Pencils, Paper

OPTIONAL ACTIVITIES

* Packaging Your Skills: Personal Appearance

** Dressing for Work

*** Wearing Proper Work Clothes

* Thomas W. Gannaway and Glen E. Jent, "Packaging Your Skills: Personal Appearance", Job Survival Skills, (Rochester: The Singer Co., 1978-1977) p.78

** Margaret W. Hudson and Ann A. Weaver, "Dressing for Work", I Want a Job, (Phoenix, New York: Frank E. Richards Publisher, 1964)

*** Hudson, loc. cit., p.29

UNIT III SELF APPRAISAL IN EMPLOYMENT

Lesson 3.4 Personal Appearance - Clothing

SUGGESTED TEACHING TECHNIQUES

L.D. - E.H. - E.M.H.

The instructor needs to be sensitive to, and help the students be sensitive to, the variety of appropriate dress in different work sites. As the students explore what is proper dress, they should be encouraged to use their own work site as an example of what may be appropriate. The instructor can add work sites which are not represented in the class.

ACTIVITY 3.4.1

Instructor may cut pictures from magazines showing appropriate and non-appropriate dress for work. The pictures can be mounted on construction paper and numbered. Students will be given paper which they divide in half — one side saying yes (it is appropriate) the other side saying no (is not appropriate) dress for their job. When activity is completed, a discussion should follow with reasons given. Students will gain a better understanding of types of clothes, etc. they should wear to work.

UNIT III SELF APPRAISAL IN EMPLOYMENT

Lesson 3.4 Personal Appearance - Clothing

Worksheet 3.4.2 Appearance and Your Success

Your appearance will help or hinder you in obtaining and succeeding on a job. Below are some statements about one's appearance which should be completed. Put a circle around the letter that best answers the way you feel the statement should be completed.

1. The type of clothing a person should wear is:

   a. sportswear
   b. businesslike attire, considering the kind of job one is starting
   c. school wear

2. Rings should be worn, if at all,

   a. on all fingers, on both hands
   b. on one or two fingers of one hand
   c. on all fingers on one hand

3. A person should check his or her appearance

   a. in the washroom at work
   b. on the way to work
   c. before leaving home

4. Make-up on the first day should be

   a. heavy
   b. light
   c. not worn at all

5. Gum chewing is permissible if

   a. your supervisor states that many people chew gum
   b. you decide you would like to chew gum
   c. you observe a few employees chewing gum

6. Sunglasses can be worn if

   a. you work in an office
   b. you work in a store
   c. you work outdoors

7. The types of colors an employee should wear are:

   a. very conservative
   b. strongly contrasting
   c. pleasing

UNIT III SELF APPRAISAL IN EMPLOYMENT

Lesson 3.4 Personal Appearance - Clothing

Worksheet 3.4.2 Appearance and Your Success - continued:

8. A good source to get ideas on what to wear would be to

   a. observe people in the personnel department
   b. observe other applicants for the job
   c. observe people in the area in which you work

9. Information that will give you an idea about what to wear might be obtained from

   a. relatives
   b. friends
   c. your job description

UNIT III SELF APPRAISAL IN EMPLOYMENT

Lesson 3.5 Personal Appearance - Hygiene

BEHAVIORAL OBJECTIVES

Following the classroom discussion:

1. Students will have knowledge of proper hygienic practices in their work settings.
2. Students will have explored what proper hygienic practices would be in a variety of work settings.

CONTENT	SUGGESTED METHODOLOGY
Proper work hygienic practices	. Discussion of what is good personal hygiene . "Personal Hygiene List"

MATERIALS

"Personal Hygiene List" 3.5.1

OPTIONAL ACTIVITIES

* Skin Trouble

** Packaging Your Skills: Personal Appearance

***The Basics

* Thomas Mooney, "Skin Trouble", Jim Jones Learns About His Teeth (Phoenix, New York: Frank E. Richards Publisher, 1965)

** Gannaway and Jent, Op. Cit., pp. 78-81

***Lois Carrier, Bill G. Gooch, and John Huck, "The Basics", Work: Pathway To Independence (Chicago: American Technical Society, 1979)

UNIT III SELF APPRAISAL IN EMPLOYMENT

Lesson 3.5 Personal Appearance - Hygiene

SUGGESTED TEACHING TECHNIQUES

L.D. - E.H. - E.M.H.

For L.D. and E.H. students, the instructor may want to reprint "The Basics" (Optional Activity) to lead into a discussion on what is good personal hygiene. E.M.H. and T.M.H. students might need the instructor to read portions of "The Basics" to the class. The use of the Personal Hygiene List will reinforce for the students the need for his/her own personal schedule for hygienic practices connected with work.

This lesson can easily be expanded depending upon need and available resources. Many students are concerned about such issues as acne and hair care. A health instructor or local physician might make an appropriate speaker, to answer questions generated by the class. The instructor could introduce the subject of hygiene one class period using the suggested methodology and then have the class develop a list of questions to be answered by a speaker for the next class period.

This approach has worked well in the past. It has allowed the students to share some of their adolescent concerns, and fears about health and hygiene. It is not uncommon for many students to be spreading misinformation about health issues and hygienic practices. This type of forum can dispell some of the misinformation being spread in the peer group.

UNIT III SELF APPRAISAL IN EMPLOYMENT

Lesson 3.5 Personal Appearance - Hygiene

Worksheet 3.5.1 Personal Hygiene List

Carefully read the list below of good hygiene practices. Fill in how often you think it is necessary to do each one. (once a day, twice, etc.)

Practices	How Often
1. Brush Teeth	_____
2. Comb hair	_____
3. Shower or bathe	_____
4. Shampoo hair	_____
5. Use deodorant	_____
6. Use mouthwash	_____
7. Clean nails	_____
8. Manicure nails	_____
9. Change to clean clothing	_____

UNIT IV PERSONAL RESPONSIBILITIES OF THE WORKER

OVERVIEW

Job responsibility, as defined, is the obligation of a worker to perform satisfactorily the duties he/she is given. There are, however, other qualities and attitudes that are expected of employees by their employers. Most employers expect such things as loyalty, enthusiasm, punctuality, dependability, honesty, a willingness to learn and a willingness to accept criticism.

Workers who accept these responsiblities as part of their role as a worker generally do well in almost any work situation. They are, however, among the most difficult role behaviors and attitudes to learn and internalize. The two lessons in this unit are designed to make the student aware of these role responsibilities, and to try to convince the student of the importance of learning the role behaviors, and displaying them at work.

UNIT IV PERSONAL RESPONSIBILITIES OF THE WORKER

Lesson 4.1 Your Job Responsibilities

BEHAVIORAL OBJECTIVES

Following the classroom discussion:

1. Students will be able to identify specific employee job-related responsiblities.

CONTENT	SUGGESTED METHODOLOGY
Employee role responsiblities in work settings	. Filmstrip: "Being Absent", and discussion questions . Discussion: "Your Job Responsibilities" involving "Transportation, Personal Business, Planning, Lunches and Breaks, Dating Other Employees"

MATERIALS

Blackboard - chalk

Filmstrip Projector & Cassette player

Questions concerning the film

* Filmstrips- Trouble at Work

#2 - Being Absent

OPTIONAL ACTIVITIES

Class scrapbook of jokes which relate to job responsibilities - keep the scrapbook for several weeks - keep for next class.

* The Center for Humanities, Inc. (White Plains, New York)

UNIT IV PERSONAL RESPONSIBILITIES OF THE WORKER

Lesson 4.1 Your Job Responsibilities

SUGGESTED TEACHING TECHNIQUES

L.D. - E.H.

Several weeks before doing Unit II, Lesson 2.2, it is suggested that the instructor ask the students to bring in jokes they find that relate to job responsibilities. The instructor should provide concrete examples himself and encourage the students to paste them in a scrapbook to be gone through during this class period.

E.M.H. - T.M.H.

Asking E.M.H. and T.M.H. students to identify the "point" of the joke will bring many points of job responsibility into discussion and allow them to gain greater work role clarity. This technique can also be used with L.D. - E.H. students when the instructor feels the meaning of the joke is obscure to them. The students also enjoy having their name ascribed to the joke donated by them.

If a bulletin board is available to the classroom, students can - in small groups - be asked to take responsibility for putting up the "jokes of the month". The group would then be asked to explain their meaning to the whole class some time during the month. This activity can have a significant impact upon the students and their understanding of job responsibilities.

UNIT IV PERSONAL RESPONSIBILITIES OF THE WORKER

Lesson 4.1 Your Job Responsibilities

ACTIVITY Filmstrip: Being Absent

The filmstrip is about a woman who is absent quite often, and fails to call in.

DISCUSSION QUESTIONS

1. Do family problems make it okay to miss work?
2. Do you agree or disagree with Kay?
3. What problems does the head nurse have when Kay does not call or report for work?
4. Was the Supervisor's suggestion to Kay about Welfare a good one?
5. Who is right? The Supervisor, or Kay?

UNIT IV PERSONAL RESPONSIBILITIES OF THE WORKER

Lesson 4.2 Things That Get Employees in Trouble

BEHAVIORAL OBJECTIVES

Following the classroom discussion:

1. Students will be aware of the dangers in taking, or using for personal use, their company's supplies, or using and/or abusing company's equipment.

CONTENT

Consequences of employee thief and/or abuse of employer supplies and equipment

SUGGESTED METHODOLOGY

- Discussion using Role Playing Situation
- Have student give examples from their own experience of situations when workers abused their position.

MATERIALS

OPTIONAL ACTIVITIES

Employee in Trouble group story exercises

UNIT IV PERSONAL RESPONSIBILITIES OF THE WORKER

Lesson 4.2 Employee in Trouble - Group Story Exercise

OPTIONAL ACTIVITY

Divide the class into small groups of four to five. Have each group make up a story about employees who have broken company rules by using supplies or equipment they are not supposed to use. Have each group tell the stories to the large group and have the group decide what should be done in each situation and what kinds of rules were broken. Are all company's rules the same? How do you find out what the rules are? What are the usual consequences of breaking company rules?

ACTIVITY ROLE PLAY OUTLINE

Describe to the class how to do role playing. Present to them the following situation and ask for volunteers to play the different roles:

SITUATION

One employee is standing near a Xerox machine, running off copies and a friend comes up and asks what he's doing. The employee tells his friend, "I'm making copies of this joke to give to my friends at school". Just at this moment the employee's supervisor walks up. Start the role play from the point where the supervisor asks the two of them what they are doing.

OTHER ROLE PLAYING SITUATIONS

Have the students give examples of worker abuses. The instructor can make role playing situations from these examples. Then, as before, have students play roles in the given situations.

UNIT V COMMUNICATION AT WORK

OVERVIEW

Unit Five's objective is to help students understand and appreciate the importance of effective communication in work situations and explore methods of communicating effectively while on the job. Communication is important to the smooth and effective functioning of any business or organization. An employee's successful adaptation to his work situation will many times depend on his ability to communicate effectively.

This unit will concentrate on three major forms of communication at work: verbal, non-verbal, and written. Lesson One, of Unit V, gives definition to these three types of communication, and attempts to demonstrate the importance of each. Lesson Two concentrates on the importance to the employee of "Listening to Others". Listening skills are presented and attempts made to apply these to their own work site.

Lesson Three, "Expressing Yourself", focuses on how the stucent as an employee expresses himself verbally, The lesson suggests the use of video-tape to give visual and auditory feedback to the student on how he/she is seen by others. Lesson Four, "Following Directions: Giving Directions", focuses on the students' listening skills in following directions and his verbal skill in giving directions. Lesson Five, entitled "Gossip at Work", attempts to demonstrate the negative aspects of gossip and how verbal information often gets distorted as it is spread from one person to another. Lesson Six emphasizes the importance of "Communication with Your Supervisor". Students explore what qualities make a good supervisor, and role play situations where students have had difficulties communicating with them. Techniques such as role reversal are also suggested to maximize the learning potential of the lesson.

UNIT V COMMUNICATION AT WORK

Lesson 5.1 Communication: Verbal, Non-Verbal and Written

BEHAVIORAL OBJECTIVES

Following the classroom discussion:

1. Students will be able to recognize the difference between verbal, non-verbal and written communication.
2. Students will appreciate the importance of communicating effectively; verbally, non-verbally, and in writing.

CONTENT	SUGGESTED METHODOLOGY
Definitions and examples of verbal, non-verbal and written communication	. Teacher presentation of definition and examples of verbal, non-verbal and written communication (Transparency 5.1.1 - Elements of Communication)
Special emphasis on non-verbal communication	* . Filmstrip Communication
	. Discussion on importance of communicating effectively

MATERIALS

Blackboard - chalk
Filmstrip projector
Transparency - Elements of Communication 5.1.1

OPTIONAL ACTIVITIES

Non Verbal Behavior Tells Us About Others - Transparency 5.1.2 and 5.1.3

Worksheet 5.1.1 - Non Verbal Behavior

Video-tape classroom and attempt to point out non-verbal behavior on the replay.

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* Gannaway and Jent, Op. Cit. Unit V

UNIT V COMMUNICATION AT WORK

Lesson 5.1 Communication: Verbal, Non-verbal and Written

SUGGESTED TEACHING TECHNIQUES

Most of the students for which this curriculum is designed have great difficulty in communicating with others. They are usually quite unaware of how they communicate verbally and how much they communicate non-verbally. If this is especially true of the particular class that the instructor is teaching, it is suggested that at least one additional class be presented early in this unit, using the Optional Activities directed toward non-verbal behavior. The use of video-tape, if available, is strongly advised as it gives graphic and immediate feedback to the students concerning their non-verbal behavior.

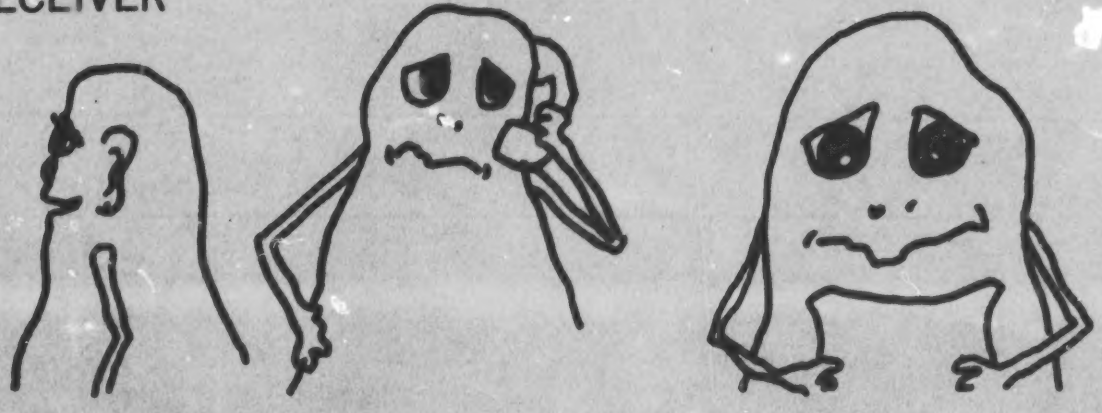
There are several effective ways of using the video-tape. The teacher can video-tape the class discussion and then replay the tape and have the students pick out what is communicated non-verbally that they had learned from their earlier discussion. An interview situation can be video-taped between instructor and student (a job interview, perhaps) and then replayed and the non-verbal behavior pointed out and discussed. The video-tape is a very powerful and effective way for students to become aware of their non-verbal communication.

ELEMENTS OF COMMUNICATION

SENDER

MESSAGE

RECEIVER



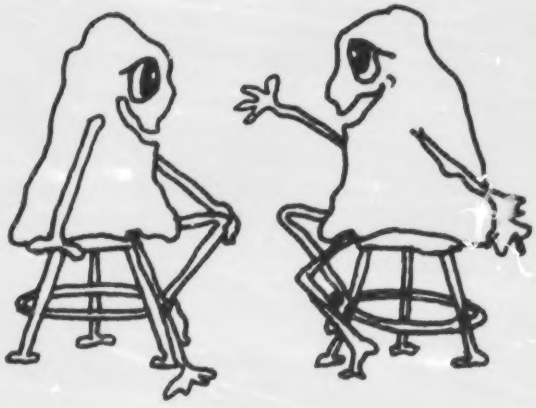
ATTENTIVE POSTURE

Turn your body toward the speaker.

Be aware of what is happening here and now.

Be relaxed . . .

but not too relaxed!

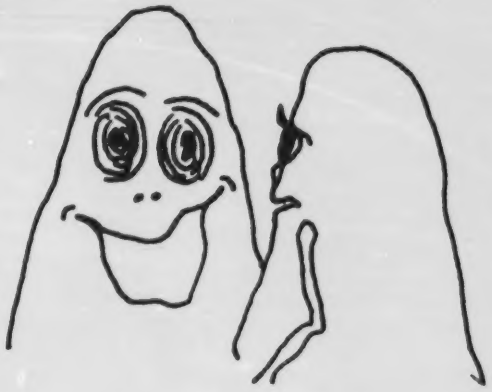


Lean slightly toward the speaker, but be comfortable.

Show the other person you are truly listening, not just waiting for your turn to speak.

EYE CONTACT

Look the speaker in the eye . . .



but don't stare!

Eye contact means that you and the speaker exchange glances. Changes in the speaker's facial expression help you understand what the person is saying.

UNIT V COMMUNICATION AT WORK

Lesson 5.1 "Communication: Verbal, Non Verbal, and Written"

OPTIONAL ACTIVITY

Worksheet 5.1.1

Posture

1. Does it change? Yes No
2. Is it the same? Yes No

Eye Contact

1. Does each person look more when listening? Yes No
2. Does each person look more when speaking? Yes No

Paying Attention:

How does each person let the other know he/she is paying attention?

What body movements (gestures) are used by both people?

UNIT V COMMUNICATION AT WORK

Lesson 5.2 "Listening to Others"

BEHAVIORAL OBJECTIVES

Following the classroom discussion:

1. Students will understand the importance of listening to others on the job
2. Students will develop better listening skills

CONTENT

How to Listen Effectively

Benefits from Effective Listening

SUGGESTED METHODOLOGY

* . Filmstrip: "Communication Skills: Learning to Listen and Express Yourself"

. Discussion of Filmstrip

MATERIALS:

Filmstrip Projector

OPTIONAL ACTIVITIES:

"Active Listening"
Exercise and Worksheet 5.2.1
Transparency 5.2.1

* The Center for Humanities, Inc., op. cit.

UNIT V COMMUNICATION AT WORK

Lesson 5.2 Listening to Others

SUGGESTED TEACHING TECHNIQUES

L.D. - E.H.

In the event that the suggested filmstrip, "Communication Skills: Learning to Listen and Express Yourself", is not accessible, the instructor should use the "Active Listening" exercise suggested as the optional activity. The filmstrip is suggested first as it is an excellent visual aid, and usually gets an excellent response from students.

E.M.H.

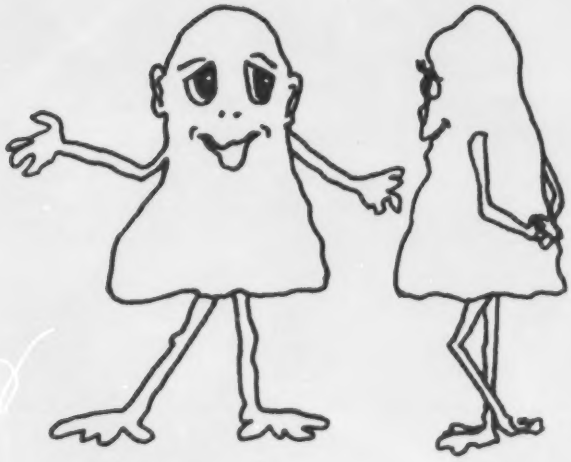
The Active Listening exercise also highlights non-verbal behavior and verbal skills such as paraphrasing. E.M.H. students may need the instructor to scale down the exercise and/or use the exercise suggested in Lesson 5.1, "Optional Activities".

FOLLOWING

Paying attention means more than just using your ears and eyes . . .

it means

becoming actively involved with the speaker.



Let the speaker know you are listening by nodding when you agree, or laughing or smiling at a joke. You may also comment on what the other person says, ask questions, or summarize what you think the other person has said.

UNIT V COMMUNICATION AT WORK

Lesson 5.2 Listening to Others

OPTIONAL ACTIVITY 5.2.1 Active Listening

Begin by stating that active listening skills are an important part of good communication. And being a good communicator means sending clear messages. Messages are made up of both facts and feelings, and both must be received free of distortion. The message received must be the message sent.

Passive listening only requires hearing what was said, but active listening includes three more activities, namely:

1. attending behaviors
2. paraphrasing
3. responding to feelings

Attending behaviors are defined as all those non-verbal behaviors of the listener which show that he is receiving messages from the speaker and that he is interested, attentive, and concerned. Attending behaviors are demonstrated by the listeners'positive eye contact, tone of voice, facial expressions, etc.

Notes to the teacher: If you feel that the class would benefit from a demonstration of attending behavior, ask for one volunteer from the group to model attending behavior, and another to express something he or she likes to do after school. Instruct the listener to non-verbally convey the message "I am listening to you with genuine interest and concern".

Nest, have the group audience discuss how effective the attending behavior appeared to them. Ask for their suggestions for improvement.

Continue the discussion by defining paraphrasing as the process of putting another's words into your own. Paraphrasing tells the speaker what message you heard, and how you interpret it. Paraphrasing also allows the sender a chance to correct any misunderstandings related to the message he sends. An example follows:

Student: "I had a hard time finishing my homework."
Teacher: "You found the homework assignment difficult to do?"
Student: "Oh no, I just couldn't find a quiet place to work on it. Everyone at home kept interrupting me."

Define responding to feelings as the listener's verbal and non-verbal recognition that he understands the feeling part of the person's message. In this process, the listener perceives, labels, and conveys

UNIT V COMMUNICATION AT WORK

Lesson 5.2 Listening to Others

Optional Activity 5.2.1 Active Listening, continued

the other person's feelings. By responding to feelings, we send the message that we care about the other person and it is a way to make sure we understand the other person's feelings. An example follows:

Boy: "I don't think my parents will like seeing my report card."
Girl: "You're afraid they will get mad about your grades."
Boy: "That's right. You understand."

Notes to the teacher: Because responding to feelings deals with the affective portion of messages, it may be necessary to include more examples like the one above. Once you believe the student understands what responding to feelings is all about, you can proceed with the following exercise. Keep in mind that with younger children it may be necessary for you to complete the worksheet with the class participating together.

Following the activity, discuss the students' impressions about responding to feelings, and ask these questions:

1. Should you respond to every feeling you hear?
2. Is responding to feelings easy, or hard to do? Why?

ACTIVE LISTENING - PARAPHRASING

Begin the activity by informing the students that they will have an opportunity to practice paraphrasing.

Next, divide the class into triads, with each student in the triad choosing to be A, B, or C.

Distribute copies of the Topics for Discussion sheet, and give the following instructions:

1. Student A is the first speaker and chooses the topic to be discussed from those listed.
2. Student B is the first listener.
3. Student C is the first referee.

UNIT V COMMUNICATION AT WORK

Lesson 5.2 Listening to Others

ACTIVE LISTENING - PARAPHRASING (continued)

4. The topic chosen is to be discussed by the speaker. It is important that speakers don't overload the listeners with too much information to paraphrase. They can establish non-verbal cues for pacing the discussion.
5. The listener must summarize in his own words and without notes.
6. If the summary is thought to be incorrect, either the speaker or the referee can interrupt and correct any misunderstanding.
7. The referee is to make certain that the listener does not omit, distort, add to, respond to, or interrupt what the speaker has said.
8. The total process of speaking and summarizing should take about five minutes in each round.

Notes to the Teacher:

After the first round is completed, stop the process and respond to any procedural questions. In addition, with younger children, it may be necessary to further demonstrate paraphrasing to help them understand how they are to proceed with the activity.

Next, have student B become the speaker, student C the listener, and student A the referee. The new speaker chooses his topic and begins. (Round 2 should also take about 5 minutes).

Next, student C becomes the speaker, A the listener, and B the referee. After 5 minutes, the discussion in round 3 ends.

Finally, refer to the Questions for Discussion sheet, and lead a discussion regarding the process. Elicit generalizations about barriers to effective listening from the entire group.

UNIT V COMMUNICATION AT WORK

Lesson 5.3 Expressing Yourself

BEHAVIORAL OBJECTIVES

Following the classroom discussion:

1. Students will have better knowledge of how they express themselves to others.
2. Students will gain skill in expressing themselves in job situations.

CONTENT	SUGGESTED METHODOLOGY
Expressions of Feelings	. Responding to Feelings, Student Worksheet 5.3.1 . Expression of Feelings, Student Worksheet 5.3.2

MATERIALS

Blackboard - chalk

Student Worksheets:
Responding to Feelings 5.3.1

Expression of Feelings 5.3.2

OPTIONAL ACTIVITIES

Video-Tape - Feedback Exercise

UNIT V COMMUNICATION AT WORK

Lesson 5.3 "Expressing Yourself"

SUGGESTED TEACHING TECHNIQUES

L.D. - E.H.

It is suggested that the instructor use the Optional Activity if Video-tape equipment is available. The suggested methodology may also be used for an additional class to follow the video tape. As mentioned earlier, the video-tape can be a very effective tool for assisting the students to become more expressive and assertive. Generally, some students are cautious at first, but this is usually overcome by their curiosity and it is easy to get them involved.

E.M.H. - T.M.H.

The material on the worksheets "Response to Feelings" and "Expression of Feelings" may have to be read to the students and responses verbally obtained. The instructor may wish to write out selected responses to the questions on a blackboard or newsprint.

UNIT V COMMUNICATION AT WORK

Lesson 5.3 Expressing Yourself

WORKSHEET 5.3.1 Responding to Feelings

Directions: Write out the answers to the following situations. Compare your answers with those of the other members of your class.

1. When you feel good, how do you usually express your feelings?

   Using words:_____

   Without words:_____

2. When you are feeling angry with another person, how do you usually express your feelings?

   Using words:_____

   Without words:_____

3. When another person says or does something that hurts your feelings, how do you usually tell that person?

   Using words:_____

   Without words:_____

4. When someone asks you to do something that makes you feel afraid, how do you usually express your feelings?

   Using words:_____

   Without words:_____

5. When you feel good about someone or something, how do you usually tell another person?

   Using words:_____

   Without words:_____

UNIT V COMMUNICATION AT WORK

Lesson 5.3 Expressing Yourself

ACTIVITY SHEET 5.3.1 Expression of Feelings

Directions: Distribute the worksheet "Expression of Feelings", and instruct the students to read through each situation individually and fill in the appropriate lines with their responses. (It may take up to 20-30 minutes).

Next, divide the class into triads, and have each student in the triads compare their answers with each other.

Variation: Compare the students' answers with the whole group, and discuss reactions to the exercises.

Questions to consider:

1. When would a verbal expression of feelings be more likely than a non-verbal expression?

2. In what situation would a non-verbal expression be more likely?

3. In what situation would you need both?

UNIT V COMMUNICATION AT WORK

Lesson 5.3 Expressing Yourself

Worksheet 5.3.2 Expressions of Feelings

Directions: Write what you think the person is feeling in each of the following statements. (Ask yourself "What is this person really feeling?".)

1. Two of the kids in class are always calling me names.

_____

2. I hope I can make the team today.

_____

3. I don't have very many friends in this school.

_____

4. My teacher is always giving us too much homework to do.

_____

5. Since my mother started a new job, I don't see her as much as I used to.

_____

6. I like art class the best of all.

_____

7. I never get to see my best friend anymore.

_____

8. Why don't the teachers give us more time to take these tests?

_____

9. But I don't understand why you can't help me with the housework.

_____

10. I hope you still like me even after what I said about you.

_____

UNIT V COMMUNICATION AT WORK

Lesson 5.4 Following Directions: Giving Directions

BEHAVIORAL OBJECTIVES

Following the classroom discussion:

1. Students will be better able to both give and follow directions.

CONTENT

Exercises where students practice following directions and giving directions

SUGGESTED METHODOLOGY

. "Following Directions - Giving Directions" Activity 5.4.1

MATERIALS

OPTIONAL ACTIVITIES

One way - two way Communication Exercise and Worksheet 5.4.2 and 5.4.3

UNIT V COMMUNICATION AT WORK

Lesson 5.4 Following Directions: Giving Directions

ACTIVITY SHEET 5.4.1

1. Instructor passes out papers to each student, then explains that it is important in most work situations to be able to follow instructions that are given.

2. Instructor then gives oral directions for drawing a picture and asks students to draw it on paper they have been given.

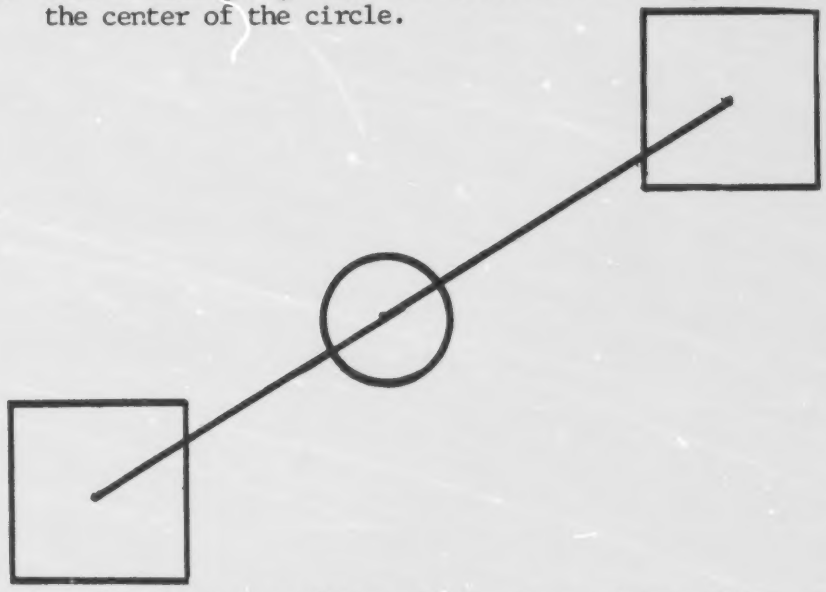
   Example of directions:

   A. Draw a circle in the center of the page.

   B. Draw a square in the top right hand corner of your paper.

   C. Draw a square in the bottom left hand corner.

   D. Draw a line going from the center of each square through the center of the circle.



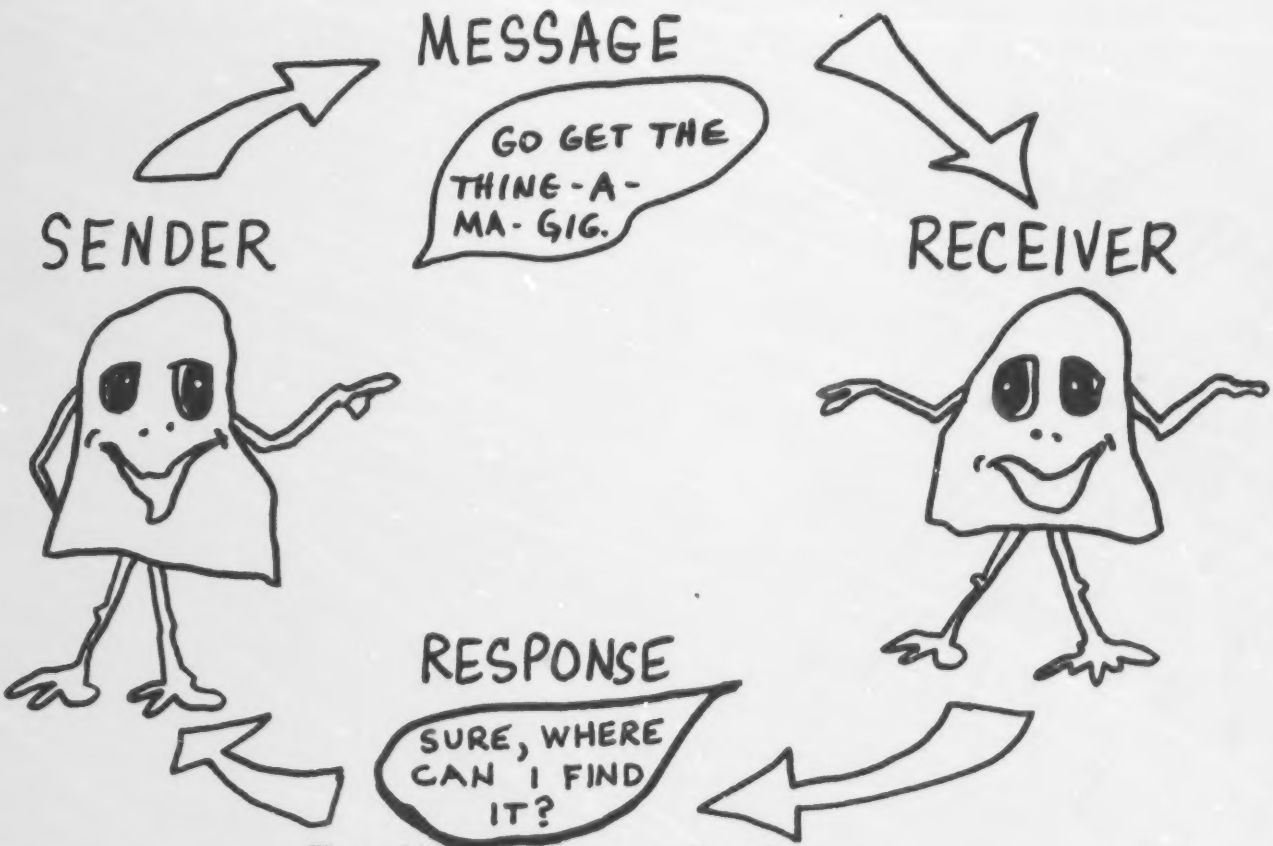
3. Discuss how well they followed directions given orally, and relate to how a supervisor might give them.

4. Give one student (possibly a volunteer) a picture of a simple object. Have the student give directions to the class.

5. When completed, compare how people give directions differently by use of words and expressions (body language, facial)

TWO WAY COMMUNICATION

One Way Communication



Two Way Communication

UNIT V COMMUNICATION AT WORK

Lesson 5.4 Following Directions: Giving Directions

WORKSHEET 5.4.2

NOTE TO INSTRUCTOR:

Exercise 5.4.2 can be placed on the overhead projector while discussion takes place to show the difference between the two forms of communication.

DISCUSSION:

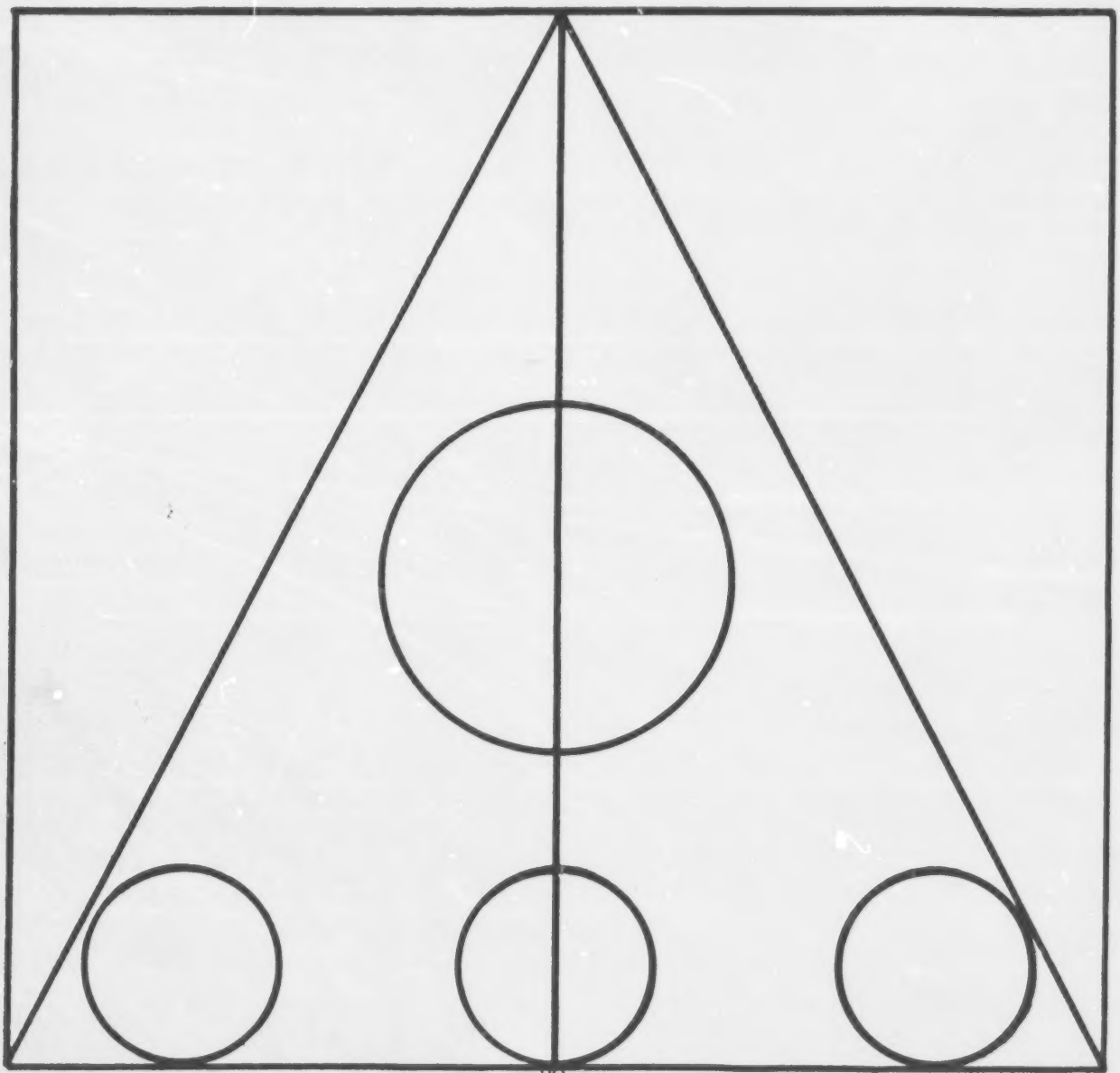
Sometimes it is difficult to understand a message that is given to us by someone if you cannot ask questions, or give a response in some way. This is called one-way communication. If the receiver can ask questions to better understand the message given by the sender, then he can act upon the message. This is two-way communication. In the following activity, the difference will be shown clearly. Not being able to ask questions, or receive clarification will make a difference in how directions are followed. When the activity (5.4.3) is completed, discuss other situations where students have been involved in both one way and two way communication.

UNIT V COMMUNICATION AT WORK

Lesson 5.4 Following Directions: Giving Directions

OPTIONAL ACTIVITY Worksheet 5.4.3

Look at the design below. Give directions to another student on how to draw the design. The person to whom you give the instructions may not look at your design, or ask any questions. The person receiving the instructions will have 10 minutes to complete the drawing.



UNIT V COMMUNICATION AT WORK

Lesson 5.5 Gossip

BEHAVIORAL OBJECTIVES

Following the classroom discussion:

1. Students will have a greater understanding of how rumors and gossip get started and their negative effects.

CONTENT

Negative effects of rumors and gossip

SUGGESTED METHODOLOGY

- Activity "Gossip" and Student observational Worksheet 5.5.1
- Discuss negative aspects of rumors or gossip

MATERIALS

Activity: Gossip 5.5.1
Student Observational Worksheet: 5.5.1
Blackboard - Chalk

OPTIONAL ACTIVITY

UNIT V COMMUNICATION AT WORK

Lesson 5.5 Gossip

SUGGESTED TEACHING TECHNIQUES

L.D. - E.H.

During the discussion the instructor should ask if anyone in the class had ever been involved with rumors of gossip and what had happened. Most of the students have probably had first hand experience with things being said about them which they disliked and feel were untrue. This could add a great deal to the discussion.

E.M.H. - T.M.H.

The instructor may want to use the blackboard, and write out the answers instead of using the student observational sheets. The instructor may also choose to make the accident report less complicated, or change it to a work situation.

UNIT V COMMUNICATION AT WORK

Lesson 5.5 Gossip

Activity Sheet 5.5.1

Begin the experiment by asking for six volunteers. (The rest of the group remains to act as observers.) Send five of the six volunteers out of the room; one remains behind.

Next, distribute the Gossip Observation Forms to the rest of the class. Instruct the students to take notes on the proceedings.

Now, read the "accident report" on the Observation Form to the volunteer, who may not take notes on what he hears.

Next, ask one volunteer from outside the room to return to listen to the first volunteer repeat what was told to him. (It is important that each volunteer transmits the message in his own way, without help.)

A third volunteer returns, and the second repeats what he heard from the first. Repeat this process until all volunteers but the sixth have had the message transmitted to them.

When the sixth volunteer returns to the room, he is told that he is to assume the role of the boss. The fifth participant repeats the message to the boss. Afterwards, the boss writes the message on the chalkboard so the group can read it.

Next, post the original message, so it can be compared with the boss' version.

Finally, lead a discussion with the entire class on implications of the Gossip. Ask the "Observers" to report their notes. Ask the "volunteers" to discuss their experiences.

UNIT V COMMUNICATION AT WORK

Lesson 5.5 Gossip

Worksheet 5.5.1 Gossip

ACCIDENT REPORT:

(I can't wait to report the accident to the boss. I must get to the hospital as soon as possible.)

"I was moving some boxes for the supervisor. I was almost finished when Joe accidently bumped into the six I had already stacked. He couldn't really see me because he was carrying some panels which blocked his view. Joe had passed me already when the edge of the panel pushed the stack over on my foot - I think my right foot is broken!"

VOLUNTEER	ADDED	LEFT OUT	CHANGED
1.			
2.			
3.			
4.			
5.			
6. (The Boss)			

UNIT V COMMUNICATION AT WORK

Lesson 5.6 Communication with Your Supervisor

BEHAVIORAL OBJECTIVES

Following the classroom discussion:

1. Students will understand how to better communicate with their work supervisor.
2. Students will be aware of what assistance they want from a supervisor.

CONTENT	SUGGESTED METHODOLOGY
Communication issues and techniques with supervisors	. "The Good Supervisor"
Qualities workers desire in a supervisor	. Discuss the common problems experienced by the students with their supervisor

MATERIALS:

Blackboard - chalk or newsprint

OPTIONAL ACTIVITIES

* Filmstrips: "Trouble at Work"

* The Center for Humanities, Inc., op. cit.

UNIT V COMMUNICATION AT WORK

Lesson 5.6 Communication with Your Supervisor

SUGGESTED TEACHING TECHNIQUES:

L.D.- E.H.- E.M.H.

If the instructor has not already shown the two filmstrips, "Trouble at Work", either would be a good discussion starter for communication problems between employees and supervisors. The "Good Supervisor" activity is designed to have students identify what they want from a supervisor. As the students list the qualities of a good supervisor, they are also saying that these are the qualities they desire.

UNIT V COMMUNICATION AT WORK

Lesson 5.6 Communication With Your Supervisor

ACTIVITY SHEET 5.6.1

1. Divide board into two sections:

SUPERVISOR	EMPLOYEE

2. Ask students for description of:

   A. What a supervisor looks like.
   B. What a supervisor's job is (function)
   C. What are some of the characteristics you think an ideal supervisor should have: Listens, helps, etc.

   List all the descriptions under supervisor on blackboard.

   Do the same for employee - these will serve as definitions of supervisor and employee.

3. Brainstorm: How would you expect your supervisor to treat you? In turn, how should you treat your supervisor?

4. Discuss: Are there some of you (students) who are not happy on your job? Discuss some of the problems.

5. Role Play: Before exercise, instructor makes two signs, possibly from tag board, "SUPERVISOR" and "EMPLOYEE"

   Tie yarn to signs, in order to put on students who are role playing.

   Instructor should start by playing the employee. Student will become supervisor.

6. Role play one of the situations which has been discussed, so that students experience how it feels to be on the other side.

7. After role playing, discuss some options the employee had to solve the problems or unhappiness. Also discuss how many of our problems are caused or made worse because of a lack of communication, or communication breakdowns.

UNIT VI INDIVIDUAL CAREER PLAN (I.C.P.)

OVERVIEW

This unit is designed to give students a chance to take part in educational and career planning for their future. Development of their Individual Career Plans (I.C.P.) will take place in each lesson. Lesson 6.1 will serve as a history of their past work experience. Lesson 6.2 will be given as a tool for students to assess themselves and Lesson 6.3 to plan for the future. The I.C.P. will then serve as a tool in Module II to make more concrete plans and look at what skills they have now or how to get the skills they need for continued employment and future advancement.

The Individual Career Plan is designed as the post-secondary career and educational planning and evaluation instrument. The instructor/coordinator is expected to use the students' high school Individual Educational Plan to assist in the development of the I.C.P. The student's involvement, however, in the development of his/her I.C.P. is the creative element. The student as the emerging adult needs to take more responsibility for his/her future. Developing a career and educational plan is a concrete step by this young adult to take more direct responsibility for his/her life.

UNIT VI INDIVIDUAL CAREER PLAN

Lesson 6.1 I.C.P. Work History

BEHAVIORAL OBJECTIVES

Following the classroom discussion:

1. The students will connect past work experiences with work related skills and successes.

CONTENT

Skills learned in past work experiences

SUGGESTED METHODOLOGY

- "I.C.P. Personal History & Work History" Worksheet 6.1.1

MATERIALS

"I.C.P. Personal History & Work History" Worksheet 6.1.1

Pencil or Pen

OPTIONAL ACTIVITIES

UNIT VI INDIVIDUAL CAREER PLAN

Lesson 6.1 I.C.P. Work History

SUGGESTED TEACHING TECHNIQUES

L.D. - E.H.

The instructor should have the students fill out as much as they can of the information requested on Worksheet 6.1.1. The parts that the student cannot fill out should be sent home as homework. The student should be encouraged to get help from family members to answer all the empty blanks.

E.M.H.

The instructor may be advised to hold individual conferences with the students to begin the process of filling in the I.C.P. Family members and other resource people can be used to help the student gather the information necessary. The student may need the help of the instructor in planning how to get the information. The class time in this instance can be best used to explore how and from whom the student can get help in filling out the activity form.

Lesson 6.1 I.C.P. Worksheet

Worksheet 6.1.1 PERSONAL HISTORY

* * * *

UNIT VI INDIVIDUAL CAREER PLAN

Lesson 6.2 Your I.C.P. Self Assessment

BEHAVIORAL OBJECTIVES

Following the classroom discussion:

1. Students will have rated their work strengths and areas needing improvement.

CONTENT

I.C.P. Self Assessment

SUGGESTED METHODOLOGY

. "I.C.P. Student Self-Rating Worksheet" 6.2.1

MATERIAL

Pencil - Pen
"I.C.P. Student Self-rating Worksheet 6.2.1

OPTIONAL ACTIVITY

UNIT VI INDIVIDUAL CAREER PLAN

Lesson 6.2 I.C.P. Self Assessment

SUGGESTED TEACHING TECHNIQUES

L.D. - E.H. - E.M.H.

The instructor for Lesson 6.2,"I.C.P. Self Assessment", and Lesson 6.3 "What's Your Plan?" will need to plan individual conferences with students to check out their individual career plan. Students will need the extra help in reaching the objective of presenting their plan to the class.

Added class sessions may be necessary for the students to be prepared for Lesson 6.3. It is vital, however, that the students have a visible plan and at least make an attempt to present this plan to the class.

Practice sessions during the individual conferences can sometimes provide the confidence needed for some students to make a presentation to the class. Instructors may want to use part of this class period giving tips on "public speaking" to the class, (i.e., practice before a mirror, and note cards, plus speech outline.)

The class presentation of the I.C.P. should include: 1) past work history, 2) skills they have acquired, 3) their current occupational plan, and 4) future educational plan.

UNIT VI INDIVIDUAL CAREER PLAN

Lesson 6.2 Your I.C.P. Self Assessment

Worksheet 6.2.1 I.C.P. Student Self-Rating Worksheet

DIRECTIONS Circle the number below the line which shows where you think you rate for each of the characteristics.

1. Ability to work alone:

(low) (High)
1 2 3 4 5

2. Ability to follow instructions:

(Low) (High)
1 2 3 4 5

3. Ability to keep your mind on one thing:

(Low) (High)
1 2 3 4 5

4. Ability to communicate:

(Low) (High)
1 2 3 4 5

5. Ability to make decisions:

(Low) (High)
1 2 3 4 5

6. Ability to control your frustrations:

(Low) (High)
1 2 3 4 5

7. Ability to continue something when receiving opposition:

(Low) (High)
1 2 3 4 5

8. Ability to keep a cool temper:

(Low) (High)
1 2 3 4 5

9. Ability to believe in yourself:

(Low) (High)
1 2 3 4 5

10. Ability to work under supervision:

(Low) (High)
1 2 3 4 5

UNIT VI INDIVIDUAL CAREER PLAN

Lesson 6.3 What's Your Plan?

BEHAVIORAL OBJECTIVES

Following the classroom discussion:

1. Students will present to the other students their career and educational plans.

CONTENT

Individual Career Plans

SUGGESTED METHODOLOGY

- Class presentation of Individual Career Plans
- Outline for Class Presentation Worksheet 6.3.1

MATERIALS

Pencil
Student I.C.P.
Outline for class presentation
Worksheet 6.3.1

OPTIONAL ACTIVITY

UNIT VI INDIVIDUAL CAREER PLAN

Lesson 6.3 "What's Your Plan?"

Worksheet 6.3.1 My Career Plan

1. What I am doing now: _____

_____

_____

2. What I want for a job in the future: _____

_____

_____

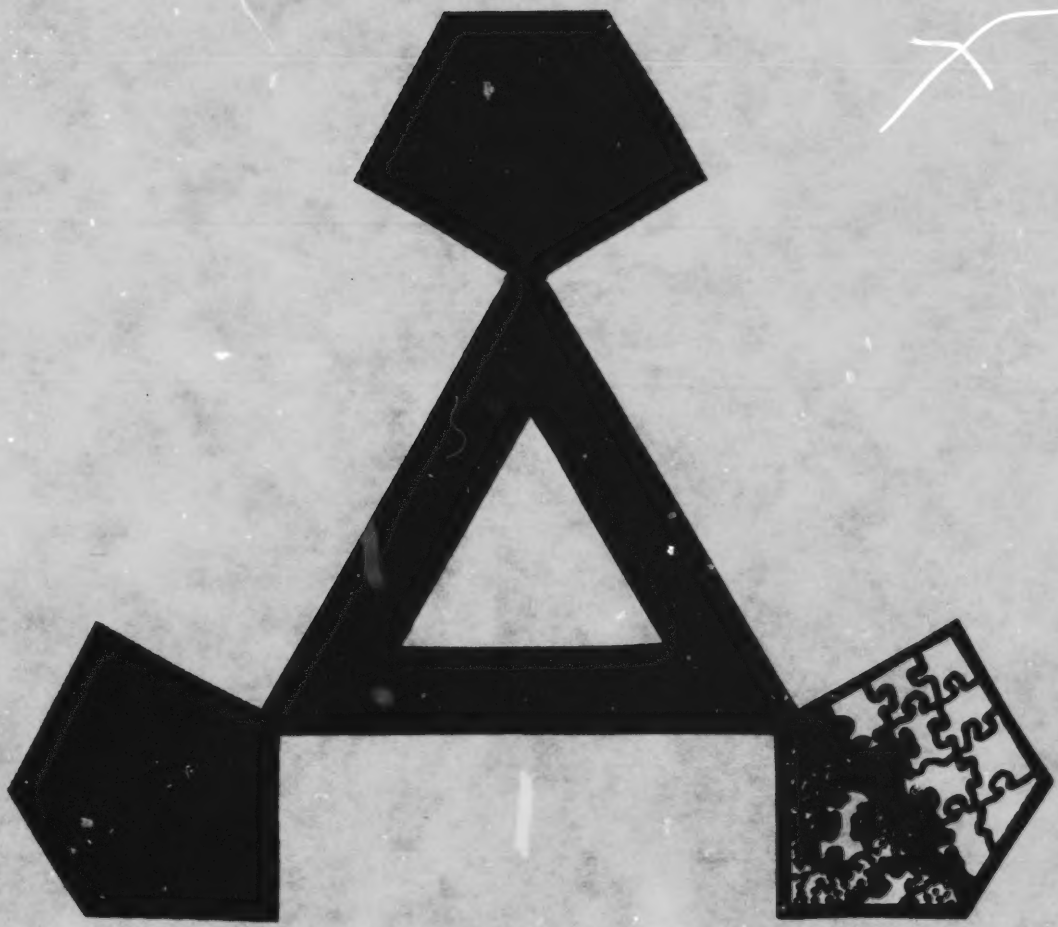
3. To reach my job goal, I need to do:

	WHAT (things to be done)	WHERE
1.		
2.		
3.		
4.		

	BY WHEN? (Target Date)	HOW WILL I DO IT?
1.		
2.		
3.		
4.		

WHO (Whose help will I need?)

1.
2.
3.
4.



Work Future

MODULE II

YOUR WORK FUTURE

OBJECTIVES

1. To develop or update a post-secondary educational and career plan for each student.
2. To teach students job retention skills.
3. To assist students in developing realistic plans for obtaining advancement in their present positions.
4. To provide students with money management information and techniques.

UNITS

I. Your I.C.P. and Your Future

II. Keeping Ahead on Your Job

III. You and Your Money

IV. Filling Out Forms

UNIT I. YOUR I.C.P. AND YOUR FUTURE

OVERVIEW

Unit One serves as an introduction to the course, and to one another. It is also a review of the educational and career planning done in Module I. Module II is designed so that students who have not taken Module One can enroll and begin with the development of their Individual Career Plans (I.C.P.). For those students who have completed Module I, Unit One serves as a needs review and a chance to update their planning, after a summer's work experience.

Unit One, Lesson One, as designed, includes an introduction of the students to the instructor, students to one another, and an introduction to the college course structure. Students will be asked to share their current work situations and how they relate to their I.C.P. plans for the future. Lessons Two and Three relate to the student's I.C.P. work history, and the skills and experience they are developing. Many students have little insight as to the types of marketable skills they have acquired in past work situations. A skills inventory tries to graphically show the student the valuable skills he/she has already, or is now, learning.

Lesson Four focuses on the student's Individual Career Plan and his/her ability to present the plan to the rest of the class. The instructor will need to spend individual time with the student assisting him/her in the development of their plan.

UNIT I YOUR ICP AND YOUR FUTURE

Lesson 1.1 Introduction

BEHAVIORAL OBJECTIVES

Following the classroom discussion:

1. The students will know course requirements and objectives.
2. The students will be aware of each of their work experience settings and their future work plans.

CONTENT

Introduction to Course

SUGGESTED METHODOLOGY

- Individual introductions, beginning with instructor
- Presentation of course requirements

MATERIALS

Blackboard and chalk
Activity 1.1.1 Worksheet

OPTIONAL ACTIVITY

"The Introduction Name Game"

UNIT I YOUR I.C.P. AND YOUR FUTURE

Lesson 1.1 Introduction

SUGGESTED TEACHING TECHNIQUES

As with Module I, Module II classes should be formed in a circle for best group interaction, and to facilitate discussion. It is suggested that this class structure be followed throughout the rest of the units, as it provides the best atmosphere for group supportive interaction.

The instructor should write suggested areas for student introductions on a black board or large newsprint. (See Activity 1.1.1).

The instructor should begin by introducing himself, or herself, and acting as a model for students to follow.

Those students who have completed Module I will be at an advantage over those beginning with Module II. One suggested method for assisting both levels of students is to assign advanced Module I students to act as teaching assistants for those who have not taken Module I. Their first assignment should be to show new students around the campus after the first class period.

UNIT I YOUR ICP AND YOUR FUTURE

Lesson 1.1 Introduction

OPTIONAL ACTIVITY Introduction Name Game

This activity is best used when many individuals in the class do not know one another. The instructor begins the activity by saying that by the end of the exercise, everyone will know everyone's name in the class. As an example, the instructor uses his first name and adds an adjective that either rhymes or otherwise is associated with it: Example #1, "Sam" - add the adjective "Super", and the introduction name becomes "Super Sam". Example #2, "Ben", adding the adjective "Gentle", the introduction name becomes "Gentle Ben".

The instructor should caution the students to use only "positive" adjectives and not allow a student to use a negative one. It is important that the class begin with positive reinforcement to the individual's self concept so that a supportive atmosphere will be created. A negative experience is all too familiar to most of these students.

The instructor again begins the exercise by saying, "I am Super Sam, and I'm glad to be in class with . . .". There the instructor would insert the name of the person to his right; "I am Super Sam, and I'm glad to be in class with Gentle Ben". "Gentle Ben" then repeats the phrase, "I am Gentle Ben and I'm glad to be in class with Super Sam". The person then to the right of Gentle Ben says his "introduction name" and repeats the phrase "I'm Sweet Sue, and I'm glad to be in class with Gentle Ben and Super Sam". The introductions then proceed around the class room with a new name added each time until the last person must repeat all the names of the entire class.

The instructor should help the students if they have difficulty in remembering previous names and nick-names. The instructor should also have a few people who initially began the game go around the entire room to see if they really remember everyone's name.

UNIT I YOUR I.C.P. AND YOUR FUTURE

Lesson 1.2 You and Your Future

BEHAVIORAL OBJECTIVES

Following the classroom discussion:

1. Students will connect past work experiences with work related skills and successes.

2. Students will have developed or revised the first section of their ICP.

CONTENT

Skills learned in past work

SUGGESTED METHODOLOGY

- "ICP Personal History & Work History" Worksheet 1.2.1
- "Six Work Successes" Worksheet 1.2.2

MATERIALS

"ICP Personal History & Work History" Worksheet 1.2.1

"Six Work Successes" Worksheet 1.2.2

Pencil or pen

OPTIONAL ACTIVITIES

UNIT I YOU AND YOUR FUTURE

Lesson 1.2 You and Your Future

Lesson 1.2

SUGGESTED TEACHING TECHNIQUES:

L.D. - E.H.

The instructor should have the students fill out as much as they can of the information requested on work sheet 1.2.1. The parts that the student cannot fill out should be sent home, as homework. The student should be encouraged to get help from family members to answer all the empty blanks.

The second activity "Six Work Successes" should follow the student's discussion of past jobs. The students should be helped to broaden their concept of work to include work done around their home and volunteer situations where they gained experience. Usually, students have difficulty identifying successes. The instructor can aid their struggle by questioning one student and assisting him or her through examples until the students understand the broad definition of job success used for this activity.

E.M.H.

The second activity "Six Work Successes" might have to be discussed or sent home as homework for the students. Students with low self-esteem usually have difficulty identifying successes. The instructor may need to be very active and very supportive with this exercise. The activity may need two full class periods to complete.

INDIVIDUALIZED CAREER PLAN

PERSONAL HISTORY:

Name: _____
(Last) (First) (Middle)

Address: _____

_____

Social Security Number: _____

Phone: _____

Date of Birth: _____
(Month) (Day) (Year)

Place of Birth: _____
(City) (State) (County)

Age: _____ Sex: _____
(Years & Months) (M or F)

Parents' Names: _____ _____
(Mother) (Occupation)

_____ _____
(Father) (Occupation)

Date of Evaluation: _____

Past Employment:

_____ _____
(Place) (Date)

_____ _____
(Place) (Date)

_____ _____
(Place) (Date)

_____ _____
(Place) (Date)

_____ _____
(Place) (Date)

Current Employment:

_____ _____
(Place) (Date)

_____ _____
(Supervisor) (Phone)

_____ _____
(Place) (Date)

_____ _____
(Supervisor) (Phone)

_____ _____
(Place) (Date)

_____ _____
(Supervisor) (Phone)

UNIT I YOUR I.C.P. AND YOUR FUTURE

Lesson 1.2 You and Your Future

Worksheet 1.2.2 Six Work Successes

1. On the following chart, in the left hand column, list six (6) successes or accomplishments in your past work or your life that were important to you.

I.	II.							III.
SUCCESSES	A	B	C	D	E	F	G	BEST
1.								
2.								
3.								
4.								
5.								
6.								

2. Now put an "X" under each column or columns (see list below) that applies to each success:

A. I was free to decide what I did, or how I did it.
B. I used skill and knowledge.
C. I helped someone else do something important to them.
D. I learned something new.
E. I received love and acceptance from my family and friends.
F. I received money.
G. I increased my self-respect.

3. Go back to each "Success" - look at the "X's" after it, and decide which "X" holds the most importance to you. Put the letter of the column in the "BEST" column. Look at the letters in the "BEST" column and you may see a pattern of values and/or what holds importance for you.

UNIT I YOUR I.C.P. AND YOUR FUTURE

Lesson 1.3 Your ICP Self Assessment

BEHAVIORAL OBJECTIVES

Following the classroom discussion:

1. Students will have rated their work strengths and areas needing improvement.

CONTENT

I.C.P. Self Assessment

SUGGESTED METHODOLOGY

. "ICP Student Self-rating" Work Sheet 1.3.1

MATERIAL

Pencil - Pen
"ICP Student Self-rating"
Worksheet 1.3.1

OPTIONAL ACTIVITY

UNIT I YOUR I.C.P. AND YOUR FUTURE

Lesson 1.3 YOUR ICP SELF ASSESSMENT

SUGGESTED TEACHING TECHNIQUES:

L.D. E.H. E.M.H.

The instructor for Lesson 1.3 "Your ICP Self Assessment", and Lesson 1.4, "What's Your Plan" will need to plan individual conferences with students to check out their individual career plan. Even students who completed an I.C.P. in Module I will need the extra help in reaching the objective of presenting their plan to the class. For May, it will be difficult and added class sessions may be necessary for the students to be prepared for Lesson 1.4. It is vital, however, that the students have a visible plan and at least make an attempt to present this plan to the class.

Practice sessions during the individual conferences can sometimes provide the confidence needed for some students to make a presentation to the class. Instructors may want to use part of this class period giving tips on "public speaking" to the class (i.e., practice before a mirror, and note cards, plus speech outline).

The class presentation of the ICP should include: 1) past work history, 2) skills they have acquired, 3) their current occupational plan, and 4) future educational plan.

Lesson 1.3 Your I.C.P. Self Assessment

Worksheet 1.3.1 I.C.P. Self-Rating

DIRECTIONS: Circle the number below the line which shows where you think you rate for each of the characteristics.

1. Ability to work alone:

(Low) 1 2 3 4 5 (High)

2. Ability to follow instructions:

(Low) 1 2 3 4 5 (High)

3. Ability to keep your mind on one thing:

(Low) 1 2 3 4 5 (High)

4. Ability to communicate:

(Low) 1 2 3 4 5 (High)

5. Ability to make decisions:

(Low) 1 2 3 4 5 (High)

6. Ability to control your frustrations:

(Low) 1 2 3 4 5 (High)

7. Ability to continue something when receiving opposition:

(Low) 1 2 3 4 5 (High)

8. Ability to keep a cool temper:

(Low) 1 2 3 4 5 (High)

9. Ability to believe in yourself:

(Low) 1 2 3 4 5 (High)

10. Ability to work under supervision:

(Low) 1 2 3 4 5 (High)

11. Ability to compete:

(Low) 1 2 3 4 5 (High)

UNIT I YOUR I.C.P. AND YOUR FUTURE

Lesson 1.4 "What's Your Plan?"

BEHAVIORAL OBJECTIVES

Following the classroom discussion:

1. Students will present to the other students their career and educational plans.

CONTENT

Individual Career Plans

SUGGESTED METHODOLOGY

- Class presentation of Individual Career Plans
- Outline for Class Presentation Worksheet 1.4.1

MATERIALS

Pencil

Student ICP

Outline for class presentation Worksheet 1.4.1

OPTIONAL ACTIVITY

UNIT I YOU AND YOUR FUTURE

Lesson 1.4 "What's Your Plan"

Worksheet 1.4.1 My Career Plan

1. What I am doing now: _____

_____

_____

2. What I want to be doing with job as a future: _____

_____

_____

3. To reach my Job Goal, I need to do:

WHAT? (things to be done)	WHERE ?
1.	1.
2.	2.
3.	3.
4.	4.

BY WHEN? (Target Date)	HOW WILL I DO IT?
1.	1.
2.	2.
3.	3.
4.	4.

WHO ? (whose help will I need?)

1.
2.
3.
4.

UNIT II KEEPING AHEAD ON YOUR JOB

OVERVIEW

Unit II, Keeping Ahead on Your Job, attempts to help the student develop a high level awareness of his work environment and its requirements. This awareness is vital to the student/employee's identification with the organization. Identification with the organization is an especially meaningful element in the student/employee's investment in staying with the job.

Clear understanding of the work environment requirements also makes it easier for the student to repond positively and receive back positive, self-esteem enhancing feedback from the organization/business. All of these factors directly and indirectly are related to the concept of job retention.

Lesson One, "Knowing Your Business", consists of a worksheet which asks several questions about the organization/business, for which the student works. The student is asked to answer as much as he can, and then research the answers he does not have. Lesson Two presents several major work concepts and asks the students to define their meanings and to apply the concepts to their specific situations. Lesson Three attempts to have the students become more aware of the specific desires of the employers in their work setting. Lesson Four concentrates on the common reasons for people to lose their jobs.

UNIT II KEEPING AHEAD ON YOUR JOB

Lesson 2.1 Knowing Your Business

BEHAVORIAL OBJECTIVES

Following the classroom discussion:

1. Students will have greater knowledge of the organization/ business for which they work.
2. Students will have a better understanding of their position in the organization/business.

CONTENT

Exploration of organizational/business function

SUGGESTED METHODOLOGY

- "Knowing Your Business" Worksheet 2.1.1
- Discussion of student's answers on the worksheet

MATERIALS

Pencil - Pen
"Knowing Your Business" Worksheet 2.1.1

OPTIONAL ACTIVITY:

"What Employers Want from Employees" Worksheet 2.1.2
"What's True About Work" Worksheet 2.1.3

UNIT II KEEPING AHEAD ON YOUR JOB

Lesson 2.1

Worksheet 2.1.1 "KNOWING YOUR BUSINESS"

Research your employer, write down below the things you find out - don't be afraid to ask questions!

What does the firm do?_____

_____How old is the company,

or how long has it been in business?

_____

Where are its plants, stores, offices?

_____

What are its products or services?

_____What has been

its growth?_____

_____How do its pros-

pects for the future look?_____

_____Who is in charge of

the company?_____

Who is in charge of the department you would be working for?_____

Who are the company's competitors?_____

_____Are they large, or small?

_____

What kinds of jobs do they have that I could do?_____

_____

UNIT II KEEPING AHEAD ON YOUR JOB

Lesson 2.1 Knowing Your Business

OPTIONAL ACTIVITY 2.1.2 What Employers Want From Employees

An employer looks for certain qualities in an employee. Below are qualities which several people have. Place a check in front of those qualities an employer would rather have in an employee.

1._____A person who makes decisions.

2._____A person who is sometimes late.

3._____A person who is always on time.

4._____A person who is slow.

5._____A person you can depend on.

6._____A person who wants to learn.

7._____A person who knows his or her job.

8._____A person who is sick a lot.

9._____A person who watches the clock a lot.

10._____A person who loafs around.

11._____A person who asks questions.

12._____A person with a skill.

13._____A person who tells off the boss.

14._____A person who works well with others.

15._____A person who wants to get ahead.

UNIT II KEEPING AHEAD ON YOUR JOB

Lesson 2.1 Knowing Your Business

OPTIONAL ACTIVITY 2.1.3. "What's True About Work"

Write true (T) for the statement, if you feel that it's true, and false (F) if the statement is false.

1._____A raise in salary means a promotion.

2._____Honesty and education have a lot to do with advancement.

3._____Going to work every day and being on time is one way to show you are interested in your job.

4._____You are born with good work habits. You don't develop them.

5._____Making more money is never important to people who want to advance on their job.

6._____Asking for information from a person who is successful in the career of your choice will be of help to you.

7._____Evaluation takes place only sometimes.

8._____Evaluations take place all the time.

UNIT II KEEPING AHEAD ON YOUR JOB

Lesson 2.2 Your Job Awareness

BEHAVIORAL OBJECTIVES

Following the classroom discussion:

1. Students will be aware of important concepts related to work settings.
2. Students will have related the concepts to their own work setting.

CONTENT	SUGGESTED METHODOLOGY
Work concepts for employees	. "Work Concepts" student worksheet 2.2.1 . Discussion of the work concepts and how they relate to students' present work situation.

MATERIALS

Pencil or pen
"Work Concepts" student worksheet 2.2.1
Blackboard and chalk

OPTIONAL ACTIVITIES

* "Janus Job Planner"
** "Preparation for the World of Work"
*** "Succeeding at Work"

* Wing Jew and Robert Tong, Janus Job Planner, (Haywood, California: Janus Books, 1976)
** Frank Roskos, Preparing for the World of Work, (Merrill, Wisconsin: F. R. Publisher, 1975)
*** Hudson, Op. Cit. Chapter III

UNIT I. KEEPING AHEAD ON YOUR JOB

Lesson 2.2 Your Job Awareness

Worksheet 2.2.1 "Work Concepts"

Please be prepared to define the following words as they relate to your job.

1. Pay Period
2. Deductions
3. Fringe Benefits
4. Insurance Group Plans
5. Unions
6. Credit Unions
7. Breaks
8. Compensatory Time
9 Overtime
10. Dress Code
11. Grievance Procedures

UNIT II KEEPING AHEAD ON YOUR JOB

Lesson 2.3 What Employers Want

BEHAVIORAL OBJECTIVES

Following the classroom discussion:

1. Students will have greater awareness of work related expectations of employees.

CONTENT

The most commonly found employer's expectations of worker role performance

SUGGESTED METHODOLOGY

* . Filmstrip "Advancing on the Job"

. Discussion and student developed list of employer expectations

MATERIALS

Filmstrip Projector
Filmstrip "Advancing on the Job"
Blackboard & Chalk

OPTIONAL ACTIVITIES

** "Ask Someone Who Knows"

Interview Worksheet 2.3.1

* Life Skills, Advancing on the Job, (Chicago: Society For Visual Education, Inc., Singer Co. 1978)
** Ibid.

UNIT II KEEPING AHEAD ON YOUR JOB

Lesson 2.3 What Employers Want

SUGGESTED TEACHING TECHNIQUES

L.D. - E.H. - E.M.H.

The instructor is encouraged to use the optional activity if possible. It could be used as homework, or as a separate lesson. The student would be asked to interview a senior employee and ask them the suggested questions on the work sheet. Students have reported learning a great deal and the building of meaningful relationships at their work site as a result of this activity.

UNIT II KEEPING AHEAD ON YOUR JOB

Lesson 2.3 What Employers Want

OPTIONAL ACTIVITY 2.3.1 Ask Someone Who Knows

To find out what makes a person successful, ask someone who is successful on his job. Ask the person what he or she thinks were the most valuable factors (things) which helped to make them a success. Below are a few questions you might ask them.

1. What does personality have to do with your job?
2. How long did it take you to get to where you are now?
3. Who helped you get to where you are, and how did they help?
4. What skills do I need to advance on this job?
5. What factors helped your success so far?
6. Do I need more education for this job?
7. What things do you dislike about your job?
8. What things do you like about your job?
9. With the skills and education I have now, what do you think I could do for your employer?

UNIT II KEEPING AHEAD ON YOUR JOB

Lesson 2.4 Why People Lose Their Jobs

BEHAVIORAL OBJECTIVES

Following the classroom discussion:

1. Students will be able to identify attitudes and behaviors that create problems on the job.

CONTENT

Problematic work behaviors and attitudes

SUGGESTED METHODOLOGY

- "Why People Lose Their Jobs" Worksheet 2.4.1
- Discussion to rank the items on worksheet 2.4.1 in order of importance.

MATERIALS

"Why People Lose Their Jobs" Worksheet 2.4.1
Blackboard & Chalk
Pencils & Pens

OPTIONAL ACTIVITY

"Why Employers Don't Like Some Student-Employees" Worksheet 2.4.2

UNIT II KEEPING AHEAD ON YOUR JOB

Lesson 2.4 Why People Lose Their Jobs

Worksheet 2.4.1 "Why People Lose Their Jobs"

Just as there are several things that you should do to help keep a job, there are also some things that you should not do! Read the list below, and check whether you think it is a good reason for losing your job, or not. Discuss your answers with the class.

Good Reason?		
Yes?	No?	
_____	_____	1. Coming to work late, or leaving early.
_____	_____	2. Taking too many breaks or staying too long on them.
_____	_____	3. Being dishonest or stealing from the boss.
_____	_____	4. Missing too many days from work.
_____	_____	5. Not following company rules.
_____	_____	6. Not getting along well with others.
_____	_____	7. Being lazy and not doing a fair work share.
_____	_____	8. Not willing to train for the job.
_____	_____	9. Doing messy or incomplete work.
_____	_____	10. Being too slow or not trying to improve.

UNIT II KEEPING AHEAD ON YOUR JOB

Lesson 2.4 Why People Lose Their Jobs

OPTIONAL ACTIVITY 2.4.2

"Why Employers Don't Like Some Student Employees"

Read the list below and check whether you agree or disagree with the reason some employers don't like some student employees. Be prepared to discuss with class.

	Agree	Disagree
1. Lack of interest in job		
2. Poor personal appearance		
3. Feel they know it all		
4. Interested only in the money		
5. Very immature		
6. Ill-mannered		
7. No purpose or goal		
8. Makes a lot of excuses		
9. Lack of energy		
10. Sloppy work		
11. Parent's make decisions for them		
12. Can't take criticism		
13. Don't ask questions when they don't understand something		
14. Can't handle their money		
15. Unwilling to go where sent		
16. Don't get along with others		
17. Unwilling to start at the bottom		
18. Can't express themselves clearly		
19. Poor grades in school		
20. Can't look you in the eye		

UNIT III YOU AND YOUR MONEY

OVERVIEW

Money, its management and the way in which our culture pays a worker for his labors, is a very complex system. All those who work must deal with this monetary system and its complexities. This unit is designed to provide the student with the very basics in this complicated subject area.

Lesson One attempts to provide the student with the basic knowledge about his paycheck and why he receives what he does. The class is designed to deal with issues such as: salary - commission; hourly, weekly, monthly, and yearly pay schedules; gross pay - net pay; and all the types of deductions that the students are likely to encounter.

Lesson Two presents a simplified budget system to the students and explores reasons for the student to attempt budgeting his money. The budget system presents basic budget areas such as: food, rent, recreation, transportation, medical, clothing, utilities, phone, and entertainment.

Lesson Three presents the role of the bank and how it can be used. Installment buying and credit cards will be discussed and how individuals can get into financial trouble with these and borrowing too much money. How the bank can be helpful, savings accounts, credit, and its value are to be explored.

UNIT III YOU AND YOUR MONEY

Lesson 3.1 Pay checks

BEHAVIORAL OBJECTIVES

Following the classroom discussion:

1. Students will understand standard payroll systems used by employers.
2. Students will understand the standard deductions which are taken from an employee's pay.

CONTENT

Payroll systems and standard payroll directions

Payroll deductions

SUGGESTED METHODOLOGY

- "Pay check" worksheet 3.1.1
- Discussion of elements of the paycheck

MATERIALS

Worksheet 3.1.1

Pencil

OPTIONAL ACTIVITY

137

UNIT III YOU AND YOUR MONEY

Lesson 3.1 Pay checks

WORKSHEET 3.1.1

paycheck

ACME INDUSTRY
566 BLAIR AV.
PODUNK, AZ 85223

№ 10228

91-164
1221

July 13 1979

PAY TO THE ORDER OF Jane Doe. $696.27

Six hundred, ninety-six dollars and 27/100 DOLLARS

City Bank
PODUNK, AZ

ACME INDUSTRY

⑈010228⑈ ⑆122101641⑆

ACME INDUSTRY

NOT - NEGOTIABLE

KEEP FOR YOUR RECORDS

CHECK NUMBER	STATEMENT OF EARNINGS AND DEDUCTIONS	CHECK DATE
10228		07/13/79

EARNINGS	AMOUNT	MISCELLANEOUS DEDUCTIONS	AMOUNT
41010100005115 80.0 X 8.000	640.00		
41010100005115 40.0 X 8.000	320.00		

JANE DOE — EMPLOYEE NAME — 000-00-0000 SOCIAL SECURITY NO

PERIOD ENDING	DIST NO	VACATION	S LEAVE	NO OF EXEMP	MARITAL STATUS
06/29/79				4	SINGLE

CERTIFICATE EXPIRATION		SUMMARY	GROSS PAY	FED W/H	F.I.C.A	ST W/H	ST/RT	HOSP	LIFE	MISC	CHECK AMOUNT
		THIS PERIOD	960.00	186.25	58.85	18.63					696.27
		YEAR TO DATE	960.00	186.25	58.85	18.63					696.27

ACCUMULATED DATA CONTAINED HEREIN IS NOT THE OFFICIAL PAYROLL/FRINGE BENEFIT RECORDS, BUT IS PROVIDED ONLY AS A SERVICE TO THE EMPLOYEE.

UNIT III YOU AND YOUR MONEY

Lesson 3.2 Managing Your Money

BEHAVIORAL OBJECTIVES

Following the classroom discussion:

1. Student will have a simplified budgeting process to follow in managing their money.
2. Student will better understand the importance of budgeting.

CONTENT

Budgeting and Money Management

SUGGESTED METHODOLOGY

- "Your Budget" worksheet
  Weekly 3.2.1
  Monthly 3.2.2
- "Words About Money"
  Handout 3.2.3
- Discussion of Budgeting and how to keep the budget for 4 weeks
- Filmstrip "Sense and Cents"
  Center for the Humanities

MATERIALS

Pencil - pen
Filmstrip projector
Blackboard, chalk
Worksheets 3.2.1, 3.2.2
Handout 3.2.3

OPTIONAL ACTIVITIES

"Camparison Shopping" Activity 3.2.4
"Things to Remember about Buying"
Activity 3.2.5
A Few Wise Rules for Shopping - Activity 3.2.6
"Quiz Yourself Into Buying Wisely" - Activity 3.2.7

UNIT III YOU AND YOUR MONEY

Lesson 3.2 Managing Your Money

WORKSHEET 3.2.1 Your Budget (Weekly)

Write down how much money you spend EACH DAY for each item listed below:

	Item	Sun	Mon	Tues	Wed	Thurs	Fri	Sat	Total
1.	Food								
2.	Clothes								
3.	Cleaning & Pressing								
4.	Transportation								
5.	Recreation								
6.	Gifts								
7.	Donations								
8.	Contribute to family income								
9.	Insurance								
10.	Medical (Dr., Dentist)								
11.	Medicine								

Now put your Totals for each item on your Monthly Budget Sheet.

UNIT III YOU AND YOUR MONEY

Lesson 3.2 Managing Your Money

Worksheet 3.2.2 "Your Budget" (Monthly)

I.

What I Spend	1st Week	2nd Week	3rd Week	4th Week	Total
1. Food					
2. Clothes					
3. Cleaning & Pressing					
4. Transportation					
5. Recreation					
6. Gifts					
7. Donations (church, etc.)					
8. Contribute to family income					
9. Insurance					
10. Medical (Dr, dentist)					
11. Medicines					
12. Other					
			Lines 1 through 11	Total:	

II. What was your income for one month? _____

III. Subtract your total spendings (I) from your total income (II) Income _____

Total Spendings _____

IV. What is left? _____ Remaining _____

V. What could you save?

VI. Could you better spend your money? How?

VII. Make a budget each month. Discuss your findings with the class.

UNIT III YOU AND YOUR MONEY

Lesson 3.2 Managing Your Money

Handout 3.2.3 Words About Money

The following are words commonly associated with money:

1. Advertising: The act of informing the public about the merits and attractiveness of various products and services.

2. Afford: The ability to pay for something you want or need after buying the other necessities of life. (The ability to pay for something you want or need without jeopardizing your ability to purchase the other necessities of life.)

3. Assets: In money terms, all forms of property owned by a person or business.

4. Bargain: An item purchased for less money than you expected to pay for it.

5. Bargaining: To negotiate or talk over the terms of a purchase. Bargaining means to discuss the differences between how much money a seller wants for something and how much money you are willing to pay for it. Bargaining is an attempt at persuading a person to sell you something at a lower price than he originaily intended.

6. Borrow: The act of accepting money or some other item from someone else with the understanding that you will pay the money back or return the item within a certain time.

7. Borrower: The person who borrows money or some other item and is responsible for paying the money back or returning the item at a later date.

8. Brand Names: Trademarks or labels which are associated with and identify products.

9. Budget: A personal system for keeping track of your income and expenses. A plan for using or managing money. To think about and decide beforehand how you want or need to use your money.

10. Cash: Another word for money. The dollars and cents we use to pay for goods and services.

11. Charge Account: An arrangement you make with a store which allows you to buy now and pay later.

12. Check: A written order presented by an individual to a bank to withdraw money from his or another individual's checking account at that bank.

UNIT III YOU AND YOUR MONEY

Lesson 3.2 Managing Your Money

Handout 3.2.3 Words About Money - continued.

13. Checking Account: A bank record which lists the amounts and dates a person puts money he owns into a bank for the purpose of having the bank pay individuals or companies whom the person has authorized to receive (withdraw) money from this fund.

14. Consumer: Any person who uses goods and/or services.

15. Credit: The privilege of "buying now and paying later". An agreement to receive goods or services before full payment is made with the understanding that payment will be made by a certain date.

16. Credit Card: A card identifying you as a person to whom the privilege of using credit has been given.

17. Creditor: An individual or company who extends credit.

18. Credit Bureau: An agency which keeps records on people who use credit for the purpose of informing creditors whether or not the person applying for more credit has been keeping his promise to repay other creditors in the past.

19. Credit Rating: A measure used by credit bureaus to determine a person's ability or willingness to pay his debts, based on the person's reputation for paying off debts in the past. If and when a person's credit rating is considered bad, he is labeled a "bad credit risk", and the privilege of using credit will be taken away until he repays all his debts.

20. Debt: The amount owed for something you have received but have not yet paid for.

21. Deposit: Money pledged to show the sincerity of one's intention to buy. Also, the money a person places in a savings or checking account at a bank.

22. Expenses: The total amount of money you must pay for services and products you need and want to have.

23. Finance: Another term for buying goods and services with credit.

24. Finance Charge: The fee that is paid by a borrower for the privilege of using credit.

25. Goods: A word used to describe tangible items which are for sale. For instance, toys, food, clothes, books, etc., are examples of goods that can be bought and sold.

26. Guarantee: A written or verbal statement assuring that the quality of goods or services will last for a specific period of time.

27. Income: The total amount of money you receive from all sources.

28. Interest: A charge made for allowing someone else to use one's money. Specifically, for a borrower, the cost of borrowing money; for an investor, the payment received from a bank or similar company for lending money to it.

29. Payment: An amount of money charged for the privilege of borrowing money. Interest is the amount of money a borrower must pay in addition to the amount that was borrowed.

29. Payment: An amount paid toward fulfilling a promise to repay a debt.

30. Sale: The transfer of ownership from one person to another, usually after a purchase has been made.

31. Service: Work or labor that can be exchanged for money. For instance, a doctor, dentist, lawyer, carpenter, plumber all sell their services to people who request and pay for it.

32. Spending Habits: The way in which a person usually spends his/her money.

33. Wages: Money received from working at a job.

UNIT III YOU AND YOUR MONEY

Lesson 3.2 Managing Your Money

OPTIONAL ACTIVITY 3.2.4

Comparison Shopping

DIRECTIONS:

Ask the students for their input in developing a shopping list of three or four items found in any grocery or department store and write these things on the chalk board.

Make sure the items listed are defined in such a way that the students understand exactly what it is they are going to compare. For example: a box of cereal would require the brand name, size of package, product name, etc.

Have the students copy this list on a piece of paper and ask them to visit three or four different stores and compare the prices of the items on the shopping list.

They are to record the name of the store visited and the prices they observed for each item on the list.

Ask the students to report back to the class what they discovered at the next regular class.

UNIT III YOU AND YOUR MONEY

Lesson 3.2 Managing Your Money

OPTIONAL ACTIVITY 3.2.5

Things To Remember

We have come to the end of our 'journey' on using money wisely. But, before you go, here are a few things that may be helpful.

Shop Around

Check prices at different stores to make sure you are paying the lowest possible price for what you buy. Be extra cautious in dealing with door-to-door salesmen: before buying from them, call several stores or check a mail-order catalog so you can compare quality and prices.

Read Advertisements Carefully

Buy the products you NEED. Don't let your emotions determine what you are going to buy. Remember that in the long run you get "nothing for nothing". You pay for what you get.

Know your Store or Company

Before you spend your last dime on an important purchase, call the Better Business Bureau or the State Consumer Protection Agency to find out whether any complaints have been made against that store or company.

Resist Smooth Talking

Refuse to be talked into a salesman's "fast deal". Remember, it's your money and he probably needs your business more than you need his goods. Don't sign a contract just because you see something you like. Be sure you want it enough to pay the price happily. Your signature may mean that you'll be behind the eight ball for a long time to come. Beware of statements such as "YOU MUST ACT NOW'. . ."YOU WILL LOSE A GOLDEN OPPORTUNITY IF YOU WAIT". . ."THIS IS A ONCE-IN-A-LIFETIME CHANCE".

Think it Over

Never sign a contract too readily, no matter how great the deal looks to you at the moment. Take it home and discuss it with someone you know and trust, or with someone who knows a lot about the product. Consult a lawyer if you are really confused. An honest salesman does not object if you take your time to look over the contract before you sign it. If you are dealing with a door-to-door salesman, ask him to return in a few days when you have had a chance to think it over. Also remember that you have three business days after signing a contract to change your mind.

UNIT III YOU AND YOUR MONEY

Lesson 3.2 Managing Your Money

OPTIONAL ACTIVITY 3.2.5

Things to Remember, Continued

Put It In Writing

Get a written statement from the seller that states he will replace or repair his product, at no extra cost to you, if it should not work properly or not work at all within a certain amount of time. If you expect to have your product live up to the expectations the salesman has indicated, then you must have it in writing. An honest seller is more than willing to do this for you. Remember that the seller makes you put all of your promises in writing when you sign a contract!

Get Legal Advice

If you receive a paper that looks like a legal document or notice, see a lawyer right away. If you can't afford a lawyer, then go to Legal Aid, but don't ignore it!

Use Consumer Agencies

You can save yourself a lot of headaches if you seek help before you sign a contract. These agencies have been discussed before, but here they are again:

1. Better Business Bureau
2. State Consumer Agency
3. Municipal Consumer Fraud Bureau (each city has one listed)
4. Federal Trade Commission
5. Post Office Department (for using the mails to defraud)
6. Your local newspaper may have an "Action Line" or some similar service to help harassed consumers.

Check your telephone directory for the addresses and phone numbers of the above agencies to find the one nearest to your home.

UNIT III YOU AND YOUR MONEY

Lesson 3.2 Managing Your Money

OPTIONAL ACTIVITY 3.2.6

A Few Wise Rules for Shopping

Here are a few key points to remember before you decide to buy anything:

1. Shop Around. Prices change from day to day on almost everything. Do some comparison shopping at stores in your neighborhood. Keep an eye on newspaper ads and find out which stores have a reputation for offering values on certain items.

2. Watch for sales or specials. Study the "Calendar for Bargains". Learn when to purchase a bargain.

3. Look for differences in quality. It may well be that a higher priced item is really worth the extra cost.

4. Talk it over with someone who you can rely on to give you sound advice.

5. Be careful about impulse buying. Don't let your feelings trick you into buying things you don't need or even want.

6. Buy what's right for you. Don't be fooled by today's "fad" items. They may be out of style tomorrow.

7. Don't buy high priced brand name goods if you can get the same merchandise for less. Non-advertised goods are usually more reasonably priced.

8. Read the label information before you buy to see if the item will really do what you expect it to.

9. Consider service and "returns". Buy only from stores or businesses who will service or replace a product if it is defective.

UNIT III YOU AND YOUR MONEY

Lesson 3.2 Managing Your Money

OPTIONAL ACTIVITY 3.2.7

Quiz Yourself Into Buying Wisely

Instructions:

Write the name of an item you would like to buy in the space provided. Answer each question on the worksheet as if you are really going to buy the item.

I WANT TO BUY: _____

1.	Do you really need the item?	YES	NO
2.	Is the price reasonable ?	YES	NO
3.	Is this the best time to buy the item?	YES	NO
4.	If this is a bargain, is it a new model?	YES	NO
5.	Are you sure the item is a good one?	YES	NO
6.	If the item is expensive, will it truly satisfy an inner need? (If not expensive, just check "YES".	YES	NO
7.	Are you sure no less expensive item can be substituted?	YES	NO
8.	Have you checked and researched the item?	YES	NO
9.	Have you done some comparison shopping on the item?	YES	NO
10.	Do you know the store's reputation?	YES	NO
11.	Does the store offer any special services with the item?	YES	NO

UNIT III YOU AND YOUR MONEY

Lesson 3.3 Banks and Your Money

BEHAVIORAL OBJECTIVES

Following the classroom discussion:

1. Students will more adequately understand the functions of a bank.
2. Students will be aware of the advantages and disadvantages of credit and installment buying.

CONTENT

Common Banking Practices

Credit & Installment Buying

SUGGESTED METHODOLOGY

. Discussion of "Banks and Banking Words" Handout 3.3.1

MATERIALS

Blackboard and chalk

Handout 3.3.1

OPTIONAL ACTIVITIES

* "Getting Ready for Pay Day"

* Margaret W. Hudson and Ann A. Weaver, Getting Ready For Pay Day, (Phoenix, New York: Richards Publishing Co., 1966)

UNIT III YOU AND YOUR BANKING

Lesson 3.3 Banks and Your Money

SUGGESTED TEACHING TECHNIQUES

L.D. - E.H. - E.M.H.

Introduce the types of credit that are available to students by developing a brief presentation to illustrate the various forms and uses of credit from the following information. If possible, you may wish to use actual copies or replicas of various forms of credit applications to help illustrate your discussion. Depending upon the group you may wish not to discuss all that is suggested.

If possible, you might take small groups of students to a local park and go through some of the processes with those who need further guidance. A speaker may be contacted who can bring in movies or slides to answer further questions students may have.

UNIT III YOU AND YOUR BANKING

Lesson 3.3 Banks and Your Money

Handout 3.3.1 Banks and Banking Words

"CHARGE IT"

When our grandparents bought things, they probably believed that it was wrong to own something that they had not yet paid for. But most people today know that there is nothing wrong with buying on time. There is something wrong, however, with not getting quality merchandise and with not shopping around to get the most inexpensive financing possible.

Unfortunately, very few people are familiar with the many ways they can use credit to their advantage. Here are a few things you should check into before you buy on time.

Interest Free Credit

You've heard the old saying, "You can't get something for nothing." This is an accurate statement to be sure. But you can get interest free credit at some stores if you are willing to pay the balance within usually 25 to 30 days, depending on the store's policy. Some will even let you go for as long as 90 days before they will charge interest.

Revolving Charge Accounts

When you get beyond the charge account, you generally get into what is known as a "revolving" charge account. Many stores allow a customer to charge purchases up to a given amount, depending on his credit rating and the amount he wishes to pay each month. The customer makes a monthly payment and is charged interest on the unpaid balance. The interest charge is usually 1-1/2% monthly. That doesn't sound like much, but figured on an annual basis, this comes to a whopping 18% interest.

(At this point, it might be useful to illustrate by example what the 18% figure means in terms of dollars and cents.)

For instance, take Bob Blunder who wanted to buy a Pioneer stereo set that is on sale for $200.00. It regularly sells for $230.00. He takes a year to pay and the salesman tells him that he will be paying only 1-½% interest per month. But, what Bob does not realize is that he is paying interest at an annual rate of 18% on the unpaid balance. And this could cost him an additional $30 to $35 for the stereo set.

UNIT III YOU AND YOUR BANKING

Lesson 3.3 Banks and Your Money

Handout 3.3.1 Banks and Banking Words

Charge It - Continued:

Credit Cards

It is impossible to make the generalization that credit cards are either good or bad. It depends on you. If you have absolutely no will power, then the best advice to you would be to forget about owning credit cards of any type. For those who can restrain themselves, and who do not have a tendency to lose things, credit cards have a distinct advantage.

Many types of credit cards exist. Some you have to pay for and others are for free. Generally, they carry no interest charges for 30 days, and sometimes even longer. Many banks and credit card companies get their "interest" by charging the stores where purchases were made a certain percent of the purchase price -- in short, a discount.

A big advantage for credit cards is that they are as good as money in your pocket when an emergency arises.

The Cost of Borrowing Money

Everyone knows that you can borrow money for something you want to buy. You should be aware that the interest rate is based primarily on the risk taken by the company lending you the money. As a result, the true interest rate can go as high as 36%, or even higher.

No one can tell you the best way to borrow money in every situation. But if you know the different ways that are available, it will make the task a lot easier.

Life Insurance

Probably the least expensive loans are those available from Life Insurance Companies, provided you own a life insurance policy in the first place. If you do, generally you are allowed to borrow up to the cash value of the policy at an interest rate of 5% to 6% per year.

Credit Unions

In many companies, a credit union has been set up for employees of that company or organization. The credit union offers low-cost loans to their members. It does this by pooling the savings of its members. In other words, it is a kind of consumer cooperative. Interest charges are usually about 1% a month for the unpaid balance.

UNIT III YOU AND YOUR BANKING

Lesson 3.3 Banks and Your Money

Handout 3.3.1 Banks and Banking Words

Charge It - Continued:

Passbook Savings

This is another way to borrow money, but there is a catch to it. You must have money in the bank in order to borrow at a lower interest rate.

Commercial Bank

Commercial banks only loan money to people that are considered good risks. A person who has a job and a record of prompt payment of bills should have no trouble getting a loan from a bank. One thing to remember is that banks have different plans for repayment, and different rates, so it is wise to shop around. Generally, the rate will be more than from the other sources mentioned, but less than finance companies.

Finance Companies

Finance companies make small loans to people who would have trouble getting loans from a bank. But, because these companies take greater risks than banks, they usually are permitted by the laws of some states to charge higher interest rates. Interest rates can go as high as 3-1/2% per month, or 42% per year.

Again, you may want to illustrate the dollar and cents costs of this form of credit by using the situation presented earlier and comparing the costs of the stereo by substituting a 42% interest rate for the original 18% charged.)

Conclude the lesson on credit by discussing some or all of the following:

1. How can you get interest free credit?
2. What is a revolving charge account?
3. Do all companies that loan money charge the same amount of interest for the use of their money?
4. What is the best way to borrow money?
5. Are credit cards a good idea?
6. What is the least expensive way to borrow money?
7. How does a credit union work?
8. Why do finance companies charge a higher rate of interest than banks?

UNIT III YOU AND YOUR BANKING

Lesson 3.3 Banks and Your Money

Handout 3.3.1 Banks and Banking Words

Charge It - Continued:

9. Of all the plans mentioned, which do you think is best? Why?
10. What are the right reasons for borrowing money?
11. What are the wrong reasons for borrowing money?

UNIT IV FILLING OUT FORMS

Lesson 4.1 Filling Out Forms

BEHAVIORAL OBJECTIVES

Following the classroom discussion:

1. The students will have a better understanding of the proper way to fill out various forms.

CONTENT

Skills in filling out forms

SUGGESTED METHODOLOGY

* . Filmstrip "Life Skills: Filling Out Forms and Following Directions", Part III.

. Sample Forms - Worksheet 4.1

MATERIALS

Filmstrip Projector

Filmstrip "Filling Out Forms", Part III

Worksheet 4.1

OPTIONAL ACTIVITY

* The Center for Humanities, Op. Cit.

UNIT IV FILLING OUT FORMS

Lesson 4.1 Filling Out Forms

SUGGESTED TEACHING TECHNIQUES

L.D. - E.H. - E.H.H.

Filling out forms is a life skill that all young adults must learn. The instructor should first help students to see that one must first read forms carefully and secondly they must follow directions accurately. This may be done by bringing in a simple recipe and discussing what might happen if the correct amounts are not put in. Labels from clothes can also be checked and discussions of what might happen if the instructions are not followed could be held.

After discussions and filmstrips students may be given the forms and assistance given in following the directions, and filling them out. If additional help is needed, obtain forms from banks or department store credit offices.

Unit IV Filling Out Forms

Lesson 4.1

Worksheet 4.1.1. "Sample Forms"

I. APPLICATION FOR A SOCIAL SECURITY NUMBER

ID CN DO:

APPLICATION FOR A SOCIAL SECURITY NUMBER

DO NOT WRITE IN THE ABOVE SPACE

See Instructions on Back — Print in Black or Dark Blue Ink or Use Typewriter.

1 FULL NAME (First Name) (Middle Name or Initial—if none, draw line) (Last Name)

2 FULL NAME GIVEN AT BIRTH

3 CITY (City) (County if known) (State)

4 BIRTH

5 MOTHER'S FULL NAME AT HER BIRTH (Her maiden name)

6 DATE OF BIRTH (Month) (Day) (Year)

7 YOUR PRESENT AGE Age on last birthday

8 YOUR SEX MALE FEMALE

9 YOUR COLOR OR RACE WHITE NEGRO OTHER

10 HAVE YOU EVER BEFORE APPLIED FOR OR HAD A UNITED STATES SOCIAL SECURITY RAILROAD OR TAX ACCOUNT NUMBER? NO DON'T KNOW YES If Yes, Give State in which you applied and Date you applied and Social Security Number if known

11 YOUR MAILING ADDRESS (Number and Street, Apt. No., P.O. Box or Rural Route) (City) (State) (Zip Code)

12 TODAY'S DATE

13 TELEPHONE NUMBER

14 NOTICE: Whoever, with intent to falsify his or someone else's true identity, willfully furnishes or causes to be furnished false information in applying for a social security number is subject to a fine of not more than $1,000 or imprisonment for up to 1 year, or both

(Sign YOUR NAME HERE (Do Not Print))

DHEW, Social Security Administration Form SS-5 (1-76)

RESCREEN ASSIGN DUP ISS'D Action completed application or notice SOCIAL SECURITY ADMINISTRATION OFFICE

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II. EMPLOYEE'S WITHHOLDING ALLOWANCE CERTIFICATE

Form W-4 (Revised October 1976)

Employee's Withholding Allowance Certificate

(Use for wages paid after December 31, 1976)

The explanatory material below will help you determine your correct number of withholding allowances, and will assist you in completing the Form W-4 at the bottom of this page.

Avoid Overwithholding or Underwithholding

By claiming the proper number of withholding allowances you are entitled to, you can fit the amount of tax withheld from your wages to your tax liability. In addition to the allowances for personal exemptions to be claimed in items (a) through (g) below, be sure you claim any additional allowances you are entitled to in item (h), "Special withholding allowance," item (i), "Allowance(s) for credit(s)," and item (j), "Allowance(s) for deductions." While these allowances may be claimed on Form W-4 for withholding purposes, they are not to be claimed under "Exemptions" on your tax return Form 1040 or Form 1040A.

You may claim the special withholding allowance if you are single with only one employer, or married with only one employer and your spouse is not employed. If you have unusually large itemized deductions, an alimony deduction, or credit(s) for child care expenses, earned income, or are 65 or over, you may claim additional allowances to avoid having too much income tax withheld from your wages. Please note that alimony is no longer an itemized deduction, but rather is an adjustment to gross income. It may be to your benefit to take the standard deduction in lieu of itemizing deductions because of this change. If you and your spouse are both employed or you have more than one employer, you should take steps to assure that enough has been withheld. If you find that you need more withholding, claim fewer exemptions or ask for additional withholding. If you are currently claiming additional withholding allowances based on itemized deductions, check the worksheet on the back to see that you are claiming the proper number of allowances.

How Many Withholding Allowances May You Claim?

Please use the schedule below to determine the number of allowances you may claim for tax withholding purposes. In determining the number, keep in mind these points. If you are single and hold more than one job, you may not claim the same allowances with more than one employer at the same time; or, if you are married and both you and your spouse are employed, you may not claim the same allowances with your employers at the same time. A nonresident alien, other than a resident of Canada, Mexico, or Puerto Rico, may claim only one personal allowance.

Figure Your Total Withholding Allowances Below

(a) Allowance for yourself—enter 1	
(b) Allowance for your spouse—enter 1	
(c) Allowance for your age—if 65 or over—enter 1	
(d) Allowance for your spouse's age—if 65 or over—enter 1	
(e) Allowance for blindness (yourself)—enter 1	
(f) Allowance for blindness (spouse's)—enter 1	
(g) Allowance(s) for dependent(s)—you are entitled to claim an allowance for each dependent you will be able to claim on your Federal income tax return. Do not include yourself or your spouse*	
(h) Special withholding allowance—If you are single with only one employer, or married with only one employer and your spouse is not employed—enter 1**	
(i) Allowance(s) for credit(s)—enter the number from line (e) on the other side**	
(j) Allowance(s) for deductions—enter the number from line (n) on the other side**	
(k) Total—add lines (a) through (j) above. Enter here and on line 1, Form W-4 below	

*If you are in doubt as to whom you may claim as a dependent, see the instructions that come with your last Federal income tax return or call your local Internal Revenue Service office.

**This allowance is used solely for purposes of figuring your withholding tax and cannot be claimed when you file your tax return.

Completing Form W-4

If you find that you are entitled to one or more allowances in addition to those which you are now claiming, increase your number of allowances by completing the form below and filing it with your employer. If the number of allowances you previously claimed decreases, you must file a new Form W-4 within 10 days. (Should you expect to owe more tax than will be withheld, you may use the same form to increase your withholding by claiming fewer or "0" allowances on line 1, or by asking for additional withholding on line 2, or both.)

▼ Give the bottom part of this form to your employer; keep the upper part for your records and information ▼

Detach along this line

Form **W-4** (Rev. October 1976) Department of the Treasury Internal Revenue Service

Employee's Withholding Allowance Certificate

(This certificate is for income tax withholding purposes only; it will remain in effect until you change it.)

NOTE If you incurred no tax liability for last year and anticipate no liability for this year, you may file Form W-4E to claim exemption from Federal income tax withholding. See Form W-4E for details.

Type or print your full name

Your social security number

Home address (Number and street or rural route)

Marital status ☐ Single ☐ Married (If married but legally separated, or spouse is a nonresident alien, check the single block.)

City or town, State and ZIP code

1 Total number of allowances you are claiming

2 Additional amount, if any, you want deducted from each pay (if your employer agrees)

Under the penalties of perjury, I certify that the number of withholding exemptions and allowances claimed on this certificate does not exceed the number to which I am entitled.

Signature ▶ Date ▶ , 19

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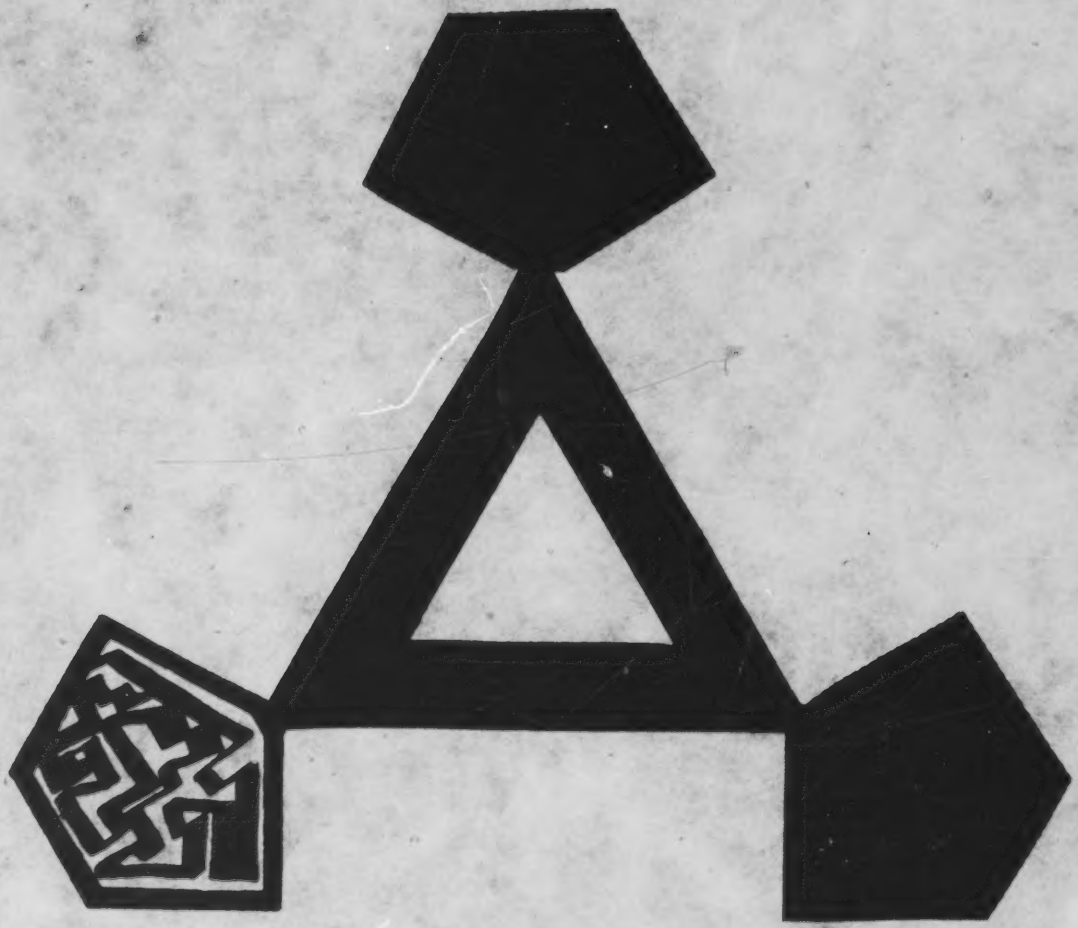


Job Search

MODULE III

JOB SEARCH

OBJECTIVES

1. To make students aware of the job seeking resources on the Community College Campus.
2. To help students become knowledgeable concerning job seeking skills.
3. To assist students in developing skills for interview situations.
4. To have students learn effective skills in filling out job applications.

UNITS:

I. INTRODUCTION
II. THE JOB APPLICATION
III. THE JOB INTERVIEW
IV. JOB SEEKING SKILLS

JOB SEARCH

OVERVIEW

The student prepared to take Module III should have already completed career exploration and be ready to gain the skills necessary to obtain the job of his/her choice. For any student who has not adequately prepared for Module III, the instructor can refer him/her to the career center on the local community college campus to obtain the prerequisites for career exploration before taking Module III.

The question to be addressed by Module III is: "How does one go about getting the job of his/her choice?" Knowing what one wants is the first step. This combined with the skills to be learned in Module III, should enable a person to find an appropriate position.

Skills addressed in Unit II, The Job Application, will provide techniques helpful in filling out job applications and depending on the need and experience of the students, resume writing can also be introduced. Unit III, The Job Interview, provides skills and techniques for conducting oneself in job interviews. Students will practice these skills in mock interviews in the classroom.

Most of the students entering Module III will also have had cooperative education and/or work experience programs in their secondary experience. As past work surveys have indicated, young people often obtain their first job with the assistance of people they know. These people may not always have a job to offer, but they often know about available openings and "pass the word along". Unit IV, Job Seeking Skills, introduces ways the student can use these and other resources available to him/her in finding the job of his/her choice.

UNIT I INTRODUCTION TO JOB SEARCH

Lesson 1.1 Introduction

BEHAVIORAL OBJECTIVES

Following the classroom discussion:

1. The students will know the course requirements and objectives.
2. The students will be aware of each other's work goals and any current plans they have for reaching those goals.

CONTENT

Introduction to Course and Student Presentation of Employment Goals and Plans

SUGGESTED METHODOLOGY

- Individual introductions beginning with instructor
- Presentation of course objectives and requirements

MATERIALS

Blackboard, chalk

Activity Worksheet 1.1.1

OPTIONAL ACTIVITY

"The Introduction Name Game"

UNIT I INTRODUCTION TO JOB SEARCH

Lesson 1.1 Introduction

SUGGESTED TEACHING TECHNIQUES

As with Module I, Module II classes should be formed in a circle for best group interaction, and to facilitate discussion. It is suggested that this class structure be followed throughout the rest of the units, as it provides the best atmosphere for group supportive interaction.

The instructor should write suggested areas for student introductions on a blackboard or large newsprint. (See Activity 1.1.1). The instructor should begin by introducing himself or herself, and acting as a model for students to follow.

Those students who have completed Module I will be at an advantage over those beginning with Module III. One suggested method for assisting both levels of students is to assign advanced Module I students to act as teaching assistants for those who have not taken Module I. Their first assignment should be to show new students around the campus after the first class period.

UNIT I INTRODUCTION TO JOB SEARCH

Lesson 1.1 Introduction

ACTIVITY WORKSHEET 1.1.1 INTRODUCTION

SUGGESTED QUESTIONS:

1. Where you work
2. What kind of job you do
3. Rate of pay
4. Type of transportation used
5. Location of job
6. Hobbies, dreams, etc., anything you might like the group to know

UNIT II THE JOB APPLICATION

OVERVIEW

Filling out the job application form is an important part of the job seeking process, which should be taken very seriously. When a prospective employer reviews the person's application form, it will be an advertisement for the student. Applications can be either neat or messy, clear or confusing, accurate or contradicting. The student needs to pay close attention to the information and the way an application is to be filled out. What he/she puts down will represent the picture of him/her that the employer has.

If an employer is not impressed with the application, the student may not even get as far as the interview. Impress upon the students to give the job application their best effort, as it could provide important dividends.

Unit II begins with Lesson I, Packaging Your Skills, which presents why the application is important and a simple technique for having job application information available in the form of "wallet cards".

Lessons II and III provide the student with specific practice sessions where skills in filling out applications can be learned and practiced. By the end of the first unit, the student should have the information needed to fill out most applications, in a readily accessible form.

UNIT II THE JOB APPLICATION

Lesson 2.1 Packaging Your Skills

BEHAVIORAL OBJECTIVES

Following the classroom discussion:

1. Students will be aware of the information required on an employment application.
2. Students will be aware of the proper arrangement of information on various types of employment applications.

CONTENT

Employment Applications

SUGGESTED METHODOLOGY

*. Filmstrip "Packaging Your Skills: Application"

. Introduction of the "Wallet Cards" Worksheet 2.1.1

MATERIALS

Filmstrip projector

Pencils

"Wallet Cards" Worksheet 2.1.1

Blackboard, chalk

OPTIONAL ACTIVITY

**Finding Your First Job, "Filling Out The Forms"

*Gannaway, Op.cit., Unit XII.

**Carl McDaniels, Finding Your First Job (Boston: Houghton Mifflin Co., 1975)

UNIT II

Lesson 2.1

Worksheet 2.1.1 "Wallet Cards"

Note to Instructor:

This card may be reproduced on tag or note cards to be carried in students' wallets.

Name_____ S.S.#_____

Address_____

Zip City State County

Birthdate__/__/__ Weight_____ Height_____

Driver License#_____ Notify in case of emergency:

Name_____

Phone_____

Work History:

Dates Fr. To	Name & Address of Employer	Rate of Pay	Supervisor	Reason for Leaving

Education: High School

Name_____

Address_____

Date of Graduation_____

References:

Name_____

Address_____

Name_____

Address_____

UNIT II THE JOB APPLICATION

Lesson 2.2 Application Form Practice Session I

BEHAVIORAL OBJECTIVES

Following the classroom discussion:

1. Students will have the knowledge to fill out a job application accurately.

CONTENT

Job Application Forms

SUGGESTED METHODOLOGY

- Practice Employment Application Worksheet 2.2.1
- Wallet Information Cards

MATERIALS

Pencil, pen

Worksheet 2.2.1

Practice Employment Application

Blackboard, chalk

OPTIONAL ACTIVITY

*Resume Worksheet (Page 25, Finding Your First Job) & Practice Exercise

**"Application for Employment" "John's New Job"

*Ibid

**Application for Employment, "John's New Job", (White Plains, New York: The Center For Humanities, Inc.) frames 42-60.

UNIT II THE JOB APPLICATION

Lesson 2.2 Application Form Practice Session I

SUGGESTED TEACHING TECHNIQUES

L.D. E.H. E.M.H.

The Resume, an optional activity, is a good option for more advanced students who have had enough experience and can compete for jobs where a resume would be helpful. For students who have much less experience, the "information cards" will probably contain the type of information they will need to fill out most applications.

Students rarely have the necessary information with them to fill out the practice application. Sending home the practice sheet or the information card as homework usually is helpful. The instructor will have to provide individual assistance for some students in filling out the application with accurate information. Pre-scheduling individual conferences during this time in the semester will add much to the success of this activity and provide the student with the skills and information needed to fill out most job applications.

The individual sessions will help the instructor be aware of how each student is approaching his "job search". It will also acquaint him with the individual learning strengths and weaknesses of the students in the class.

Employment Application

Date _____

1. Name: Last First Middle or Maiden
2. Social Security No.:
3. Address: Street City State Zip Code
4. Telephone No.:
5. Birth Date and Place
6. Age
7. Marital Status: _____ single _____ divorced _____ married _____ widowed
8. Height: _____ ft _____ in
9. Weight: _____ lbs.
10. Hair Color:
11. Eye Color:
12. Present Health
_____ excellent _____ good
_____ fair _____ poor
13. Do you have any physical handicap or limitations? If yes, explain. _____ Yes _____ No
14. Circle highest year of school completed and give diploma or degree received, including H.S.E. or G.E.D.
Grade and High School
1 2 3 4 5 6 7 8 9 10 11 12
College: Diploma or Degree:
1 2 3 4 5 6 7
15. List courses or training which prepared you for work.
_____
_____
_____
_____
_____
16. Employment History – Most recent job first.
a. Name of Employer _____
Address _____
Dates of Employment _____
Position and Duties _____
b. Name of Employer _____
Address _____
Dates of Employment _____
Position and Duties _____
c. Name of Employer _____
Address _____
Dates of Employment _____
Position and Duties _____
17. List three (3) references who are not related to you.
a. Name _____
Address _____
Relationship _____
b. Name _____
Address _____
Relationship _____
c. Name _____
Address _____
Relationship _____
18. List hobbies, school or community activities, and any offices you have held. _____
_____
_____
_____
19. What would you like to be doing 10 years from now?
_____
_____
_____
_____
20. Are you a member of a union? _____ Yes _____ No
If so, name of union:
21. Are you willing to travel or relocate for training?
_____ Yes _____ No

UNIT II THE JOB APPLICATION

Lesson 2.2 Application Form Practice Session I

OPTIONAL ACTIVITY 2.2.1

Resumé Worksheet

Personal Information
Name (First, MI, Last – no nicknames)

_____

Local Mailing Address

_____

_____

Permanent Mailing Address (if different from above)

_____

_____

Social Security Number (see Chapter 3 if you don't have one)

_____-_____-_____

Date of Birth _____ Place of Birth _____

Height _____ Weight _____

Health (Excellent, Good, Fair, Poor) _____

Marital Status (Married, Single, Divorced, Separated, etc.) _____

Number of Children (if any) _____

Miscellaneous _____

_____

2. Educational Background
List most recent schools first.

School	*City/State*	*Dates Attended*	*Degree/Diploma/ Major*

3. School Activities

Extracurricular Activities Offices / Honors

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

4. Work Experience

List most recent jobs first. Include full time, part time, summer, and volunteer work.

Full time Work

Job Title	*Employer*	*Dates of Employment*	*Brief Description of Duties*

5. Interests

List hobbies, community organizations, and other activities.

_____ _____

_____ _____

_____ _____

_____ _____

6. References (see next section of this chapter)

Name	*Position*	*Address*

UNIT II THE JOB APPLICATION

Lesson 2.3 Application Form Practice Session II

BEHAVIORAL OBJECTIVES

Following the classroom discussion:

1. Students will be able on their own to fill out standard employment applications.

CONTENT

Job Application Forms

SUGGESTED METHODOLOGY

- Practice Employment Application Worksheet 2.3.1 Examination
- Class Grading of Examinations

MATERIALS

Practice Examination Worksheet 2.3.1

Pencil, pen

Blackboard, chalk

OPTIONAL ACTIVITY

Lesson 2.3 Application Form - Practice Session II
Worksheet 2.3.1 Practice Employment Application Examination

1. NAME Last First Middle	2. ADDRESS: Street City State	
3. Social Security #:	4. Telephone Number:	
5. Birthdate:	6. Weight	7. Height
8. Date of High School Graduation, or G.E.D.:		
9. Any additional training:		
10. Work History. Start with your present or latest job:		
a. Name of Employer:	Address:	
Dates Employed: Position: from _____ to _____		Reason for leaving:
b. Name of Employer:	Address:	
Dates Employed: _____ Position _____ from _____ to _____		Reason for leaving _____
c. Name of Employer	Address:	
Dates Employed: _____ Position _____ from _____ to _____		Reason for leaving _____
11. List two (2) references:		
a. Name _____ Address _____ Occupation _____	b. Name _____ Address _____ Occupation _____	

UNIT III THE JOB INTERVIEW

OVERVIEW

The interview is one of the most important elements of obtaining employment. Usually students who have problems acquiring a job also have problems with presenting themselves well in an interview. In this unit, students will be given help in interviewing skills, what to look for, what is appropriate interview behavior, etc. Videotaping will be used as in Modules I and II for students to become aware of the skills they have or need to work on. Positive feedback is also given from instructor and classmates to make these positive and enjoyable learning experiences.

Lesson 3.1, Packaging Your Skills: The Interview, presents the necessary skills for the job interview process. It shows students the importance of presenting themselves well in an interview.

Lesson 3.2, Job Interview Practice Session I - Preparation, presents to the students the most commonly asked questions in a job interview. The class then discusses the best way for an applicant to answer these questions.

Lesson 3.3, Job Interview Practice Session II: Video-Tape Mock Interviews, gives the student a real opportunity to practice what he/she has learned, and to have a visual playback of how he/she actually performed.

UNIT III THE JOB INTERVIEW

Lesson 3.1 Packaging Your Skills: The Interview

BEHAVIORAL OBJECTIVES

Following the classroom discussion:

1. Students will be aware of how important the job interview is to their employment.
2. Students will have knowledge of how they should conduct themselves during an interview.

CONTENT	SUGGESTED METHODOLOGIES
Appropriate Behavior for Job Interviews	* . Filmstrip "Packaging Your Skills: The Interview"

MATERIALS

Filmstrip "Packaging Your Skills: The Interview"

Filmstrip Projector & Sound Synchronizer

Blackboard, chalk

OPTIONAL ACTIVITY

**Finding Your First Job

*Gannaway, Op.cit., Unit XIII.

**McDaniels, Op.cit., pp. 45-52.

UNIT III THE JOB INTERVIEW

Lesson 3.1 "Packaging Your Skills: The Interview"

SUGGESTED TEACHING TECHNIQUES

Students who have completed Modules I and II should have gained skills in being interviewed. This can act as a review for these students and help them gain confidence in a specific job interview situation. As in Modules I and II it is suggested that video tape equipment be used where possible. Students who have had experience with this media can help the others who have not, to gain enough confidence to attempt their first video.

Where video equipment is not available, role play practice interview sessions can be used with effectiveness. Other students can be asked to act as observers and give constructive feedback to other students. The instructors should limit the kind of feedback given by using an observer check list that will focus the feedback in a positive manner.

Lesson 3.2 includes a list of "frequently asked questions", which should be used as the basis for the mock interview practice sessions. The instructor can add or eliminate questions depending on the level of the particular class he/she is teaching. It is, however, helpful for the students to play both roles if the maturity of the class will allow this. If not, the instructor is advised to be the one conducting the interview. In some situations, a particularly advanced student could be given the role. The instructor's discretion should be used in choosing the most effective approach.

DISCUSSION QUESTIONS

1. What is the employer trying to get from an interview?
2. How can an employer tell if you are interested in the job?
3. What are some questions you might ask the interviewer?
4. What is the right dress for men/women to wear to an interview?
5. Is it sometimes necessary to go for a second interview?
6. What are some things you should not do during an interview? (examples: slump in chair, poor eye contact, being too nervous, etc.)

UNIT III THE JOB INTERVIEW

Lesson 3.2 Job Interview Practice Session I - Preparation

BEHAVIORAL OBJECTIVES

Following the classroom discussion:

1. Students will know the most commonly asked questions in a job interview.
2. Students will prepare to participate in an interview practice session.

CONTENT	SUGGESTED METHODOLOGY
Job Interview Questions	. "The Most Asked Questions in a Job Interview" Worksheet 3.2.1 . Discussion of the structure of the practice session for the rest of the class period.

MATERIALS

"The Most Asked Questions in a Job Interview" Worksheet 3.2.1

OPTIONAL ACTIVITY

*Finding Your First Job

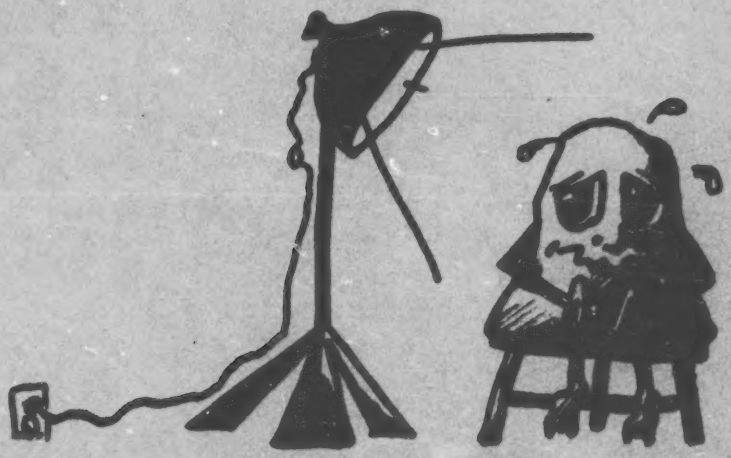
*Ibid.

UNIT III THE JOB INTERVIEW

Lesson 3.2 Job Interview Practice Session I

Worksheet 3.2.1

Most Asked Questions in a Job Interview



1. What would you do if . . . ?(Imagined situations that test a person's knowledge of the job.)
2. In what type of position are you most interested?
3. Why do you think you would like to work for our company?
4. What jobs have you held, how were they obtained, and why did you leave?
5. What do you know about our company?
6. What are your ideas on salary?
7. Why do you think you would like this particular type of job?
8. Can you get recommendations from previous employers?
9. What interests you about our product or service?
10. Are you looking for a permanent or a temporary job?
11. How long do you expect to work?
12. Are you willing to go where the company sends you?
13. What are your own special abilities?
14. What kind of work interests you?
15. Have you ever had your driver's license revoked?
16. Why should we hire YOU for this job rather than anyone else?

UNIT III THE JOB INTERVIEW

Lesson 3.3 Job Interview Practice Session II
Videotape Mock Interview

BEHAVIORAL OBJECTIVES

Following the classroom discussion:

1. Students will have practiced the appropriate interviewing skills.
2. Students will have obtained constructive feedback on their interviewing skills.

CONTENT

Job Interviewing Skills

SUGGESTED METHODOLOGY

- Videotape practice session using mock interviewer situation
- Observer feedback to students from Observer Feedback Worksheet 3.3.1

MATERIALS

Videotape equipment
Worksheet 3.2.1
Observer Worksheet 3.3.1

OPTIONAL ACTIVITIES

UNIT III THE JOB INTERVIEW

Lesson 3.3 Job Interview Practice Session II-
Video Tape Mock Interviews

OBSERVER WORKSHEET 3.3.1

Observe the person who is being interviewed and check responses. Be positive and honest.

I. Non-Verbal Behavior

A. Eye Contact

_____ looks directly at person being spoken to
_____ looks down at the floor or feet
_____ stares
_____ usually looks directly at person
_____ looks away - not directly facing person

B. Posture

_____ sits slumped in chair
_____ sits very straight, stiff
_____ sits relaxed but not slumped

C. Physical Movements

_____ wringing hands, etc.
_____ keeps head down
_____ uses hands to talk
_____ seems comfortable and relaxed

D. Facial Expressions

_____ smiles a lot
_____ frowns a lot
_____ facial expressions go with what the person is saying

II. Verbal Behavior

A. What the person is saying

_____ repeats words
_____ rambles a lot
_____ ideas well put, you understand

UNIT III THE JOB INTERVIEW

Lesson 3.3 Job Interview Practice Session II -
Video Tape Mock Interviews (continued)

B. Voice

_____ too loud
_____ too soft
_____ good

C. Speech

_____ too fast
_____ repeats words
_____ too slow
_____ good

UNIT IV JOB SEEKING SKILLS

OVERVIEW

Unit IV presents the student with several practical techniques and helps develop the skills necessary for a successful job search. Unit IV also attempts to introduce the student to community job seeking resources and presents a plan whereby the student can practice using the resources in the most effective manner.

Lesson 4.1 introduces the student to the "Job Interest Interview Questionnaire" and explains how it should be used. The student is to find someone working at a job or company in which he/she is interested. He/she then interviews the person and reports back to the class, his/her findings.

Lesson 4.2 is the actual class presentation of the information obtained during the interview.

Lesson 4.3 introduces an activity designed to assist the student to better understand and effectively use the "employment want ads".

Lesson 4.4 suggests that the teacher arrange for a speaker to talk on the "Job Service" and how the student can use the service.

Lesson 4.5 suggests that the students visit a Job Service Center and make application for work. All of these exercises are practical steps toward obtaining the jobs of their choice.

UNIT IV JOB SEEKING SKILLS

Lesson 4.1 Job Interest Interview

BEHAVIORAL OBJECTIVES

Following the classroom discussion:

1. Students will become familiar with the use of the Job Interest Interview Questionnaire.

2. Students will be prepared to conduct a Job Interest Interview and report the information back at the next class session.

CONTENT

Job Search Techniques

SUGGESTED METHODOLOGY

- Explanation of how to use the Job Interest Interview Questionnaire Worksheet 4.1.1

- Discussion of Student Interview Assignment for the week.

MATERIALS

Worksheet 4.1.1

Blackboard, chalk

OPTIONAL ACTIVITIES

*"Finding Your First Job"

*McDaniels, Op.cit., Chapter II.

UNIT IV JOB SEEKING SKILLS

Lesson 4.1 Job Interest Interview

SUGGESTED TEACHING TECHNIQUES

L.D. E.H. E.M.H.

Students should be instructed to pick out a business or public agency where the type of job they are interested in exists. They then need to call and talk to someone who is currently doing that job. They should then explain that they are a college student who needs to interview them for a class in "career search". The student will then use the "Job Interest Interview" form as a guide to asking questions during the interview.

The student is encouraged to take notes for his/her presentation to the class the following week. Each student is expected to do at least one interview and make a presentation. Some students of course will have difficulty following through and conducting the interview. Sometimes students feel more comfortable if they can do the interview jointly with another student. Others may need to conduct the interview over the phone. It is suggested to only allow the phone interview as a last resort, as much more is gained by a personal interview and a visit to the work site.

This particular activity may need extra class sessions, but the potential gain is worth spending extra time assisting the students to gain the confidence needed to complete the exercise. The instructor will probably need to spend individual time with some students who find this type of activity difficult.

UNIT IV JOB SEEKING SKILLS

Lesson 4.1 Job Interest Interview

Worksheet 4.1.1 "Job Interest Interview Questionnaire"

1. Name of occupation to be studied _____
2. Typical duties for this occupation: _____

   _____

   _____
3. Other occupations similar or related to this one: _____

   _____

   _____
4. What kinds of business or industry offer employment in this occupation?

   _____

   _____
5. Local firms employing people in this occupation _____

   _____
6. Are those positions currently available in our local area? Yes No

   Where? _____
7. Is part-time employment available in this or similar occupations in our local area? Yes No

   Where? _____
8. Educational Preparation Requirements:
   a. High School Graduation?
   b. College or Trade-tech School?
   c. What local schools or colleges offer subjects in this occupation?____

      _____
   d. Cost for this training?_____
   e. Number of months or years preparation beyond high school?_____
   f. Is on-the-job training available? Yes No
   g. Are apprenticeships available for this occupation? Yes No
   h. What high school subjects are useful to prepare for this occupation?

      _____

      _____
9. Is experience necessary to enter this occupation? Yes No
10. Must you join a Union to enter this occupation? Yes No
11. Are you required to have a license or certificate to enter this occupation? Yes No

Investigating Careers, continued:

12. Personal qualifications for this occupation:
    a. Personality traits _____
    _____
    _____
    b. Special Interests _____
    c. Physical Skills _____
    d. Physical Demands _____

13. Working conditions for this occupation:
    a. Hours Day_____ Week _____
    b. Work nights? Yes No
    c. Unusual health or safety hazards? Yes No
    d. Is the job physically tiring? Yes No
    e. Will you be required to meet the public? Yes No
    f. Will you work alone much of the time? Yes No
    g. Will you have to make decisions? Yes No
    h. Will you have responsibilities? Yes No
    i. Will you work indoors, outdoors, or both?_____
    j. Does the work have variety or is it routine? _____
    k. Does this job require concentration for long periods? Yes No
    l. Will the work be regular or seasonal? _____
    m. Will there be much noise? Yes No
    n. Will you be required to travel? Yes No
    o. Will you be working primarily with things, people, or ideas?
    _____

14. What is the starting salary? _____Hourly - Weekly - Monthly
15. Paid weekly _____ Every two weeks _____ Monthly _____
16. Top salary in this occupation? _____
17. Advancement opportunities?
    To what positions? _____ Salary _____
18. What fringe benefits are offered? (Insurance, Vacations, Sick Leave, Retirement, etc.) _____
    _____

Investigating Careers, continued.

19. Are uniforms or special clothing required? Yes No
    Does the employer furnish them? Yes No
20. Are special tools or equipment required? Yes No
    Does the employer furnish them? Yes No
21. Does this job offer security? Yes No
22. Does this job require security clearance? Yes No
23. What do you like about this occupation? _____
    _____
    Advantages: _____
24. What do you dislike about this occupation? _____
    _____
    Disadvantages: _____
25. What is the future employment outlook for this occupation? Will grow? _____ Remain the same? _____ Decline? _____
26. How many people are employed in this occupation? _____
27. Would you expect this occupation to be your life career? Yes No
    Or a stepping stone to _____
28. Have you discussed your career plans with your parents? Yes No
    What is their opinion of this occupation?
    _____
    _____
    _____

UNIT IV JOB SEEKING SKILLS

Lesson 4.2 Class Presentation of Interest Interviews

BEHAVIORAL OBJECTIVES

Following the classroom discussion:

1. Students will have presented to the class the results of their interest interviews.

2. The students will have gained knowledge and a contact person in their job area of interest.

CONTENT

Job Information and
Job Contacts

SUGGESTED METHODOLOGY

. Class presentation of information from interest interviews.

MATERIALS

Student Completed Interest
Interview Forms

OPTIONAL ACTIVITY

*Finding Your First Job

*Ibid.

UNIT IV JOB SEEKING SKILLS

Lesson 4.3 Understanding the Want Ads

BEHAVIORAL OBJECTIVES

Following the classroom discussion:

1. Students will be able to effectively use the classified advertisement section of newspapers in their Job Search.

CONTENT

Classified Job Advertisements

SUGGESTED METHODOLOGY

- Discussion on how to use the Want Ads - the student's experience
- "Job Want Ads" Worksheet 4.3.1

MATERIALS

Worksheet 4.3.1

Copies of classified sections of newspaper

OPTIONAL ACTIVITY

* "Finding Your First Job"

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*McDaniels, Op.cit., Chapter V.

UNIT IV JOB SEEKING SKILLS

Lesson 4.3 Understanding the Want Ads

Worksheet 4.3.1 "Job Want Ads"

I. In want ads, many abbreviations are used to save space. In order to understand what you'll be reading, find out what the abbreviations stand for. Match want ad abbreviations to correct word below.

1. _____ grad.	a.	appointment
2. _____ exp.	b.	Monday through Friday
3. _____ p.t.	c.	part time
4. _____ bnfts.	d.	High school
5. _____ nec.	e.	Phoenix
6. _____ appt.	f.	words per minute
7. _____ H.S.	g.	office
8. _____ Phx.	h.	graduate
9. _____ of	i.	necessary
10. _____ wpm	j.	afternoon or evening
11. _____ trnee	k.	experience
12. _____ M/F	l.	company
13. _____ p.m.	m.	benefits
14. _____ co	n.	trainee
15. _____ temp	o.	temporary

II. Listed below are some sample help wanted ads. Read the ads and notice the information given about each job, and then answer the questions that follow:

HELP WANTED

LUBE MAN & PARTS CHASER

Imported car seller needs hard working man with exp. Driver's lic. nec. Good pay, work conditions & chance for advancement. Apply in person Mr. Earl, 25 Valley Dr., Phx.

HELP WANTED

NURSE'S AIDES, MATURE WOMEN

11 to 7 p.m., nursing home. Excellent fringe bnfts. Call 768-2343 or appt. 8 a.m. - 12 noon.

HELP WANTED

WAITRESSES - - exp. over 18
Apply in person between 1-4 p.m.
Ted's Steak House, 19 S. Park St.

HELP WANTED

Parking Lot Attendant
p.t. apply 738 S. 2nd
Jo Davis, Owner

HELP WANTED - EMPLOYMENT AGENCIES

HOUSEKEEPERS, COOKS, MAIDS, GARDENERS King Employment Agency, 52 Oak, 621-1121. Modest fee.

# # # # # # # # # #

Use help wanted ads to find answers to the following questions:

1. What time should you call to ask about nurse's aide job?_____
   _____
2. What is minimum (youngest) age for waitresses at Ted's Steak House?
   _____
3. What is the address and who is the owner of the parking lot?_____
   _____
4. Besides experience, what else is needed to get the job as a lube and parts man? _____
5. What is the telephone number of the King Employment Agency?_____
   _____ If you got a job through them, who would pay the fee?
   _____

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UNIT IV JOB SEEKING SKILLS

Lesson 4.4 Job Service and Employment Agencies

BEHAVIORAL OBJECTIVES

Following the classroom discussion:

1. Students will be informed concerning the employment services available through the Job Service and employment agencies.

CONTENT	SUGGESTED METHODOLOGY
Community Employment Services	. A guest speaker from the Job Service department (D.E.S.) . A discussion of private employment agencies and Vocational Rehabilitation

MATERIALS

OPTIONAL ACTIVITY

UNIT IV JOB SEEKING SKILLS

Lesson 4.5 Job Service Practice Exercise

BEHAVIORAL OBJECTIVES

Following the classroom discussion:

1. The students will have actually gone through the Job Service process of job search.

CONTENT

Class visitation to
Job Service Center

SUGGESTED METHODOLOGY

. Student assignment to visit a Job Service Center and make application.

MATERIALS

Transportation for students

OPTIONAL ACTIVITY

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